

Subject	Reading Language Arts – Seventh Grade
Nine Week	First nine weeks 08/08/2016 to 10/07/2016 Second nine weeks 10/17/2016 to 12/16/2016
Standards	<ol style="list-style-type: none"> 1. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (both modules) 2. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. RL.7.3 Analyze how particular elements of a story or drama interact (Module 2). 4. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. 5. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 6. RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 7. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (both modules). 8. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (both modules). 9. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (Module 2) 10. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone (not a part of this year's testing). 11. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas (Module 2). 12. RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (Module 1). 13. W.7.1 Write arguments to support claims with clear reasons and relevant evidence (Module 2) 14. W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (both modules) 15. W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (Module 1)

- | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none">16. L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Explain the function of phrases and clauses in general and their function in specific sentences. B) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers (both modules).17. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A) Use a comma to separate coordinate adjectives. Spell correctly (both modules).18. L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. A) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (both modules).19. L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. A) Use context as a clue to the meaning of a word or phrase. B) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. C) Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D) Verify the preliminary determination of the meaning of a word or phrase (both modules).20. L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A) Interpret figures of speech in context. B) Use the relationship between particular words to better understand each of the words. Distinguish among the connotations of words with similar denotations (both modules). |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objectives	<ol style="list-style-type: none"> 1. I can cite several pieces of text-based evidence to support an analysis of literary text. 2. I can analyze the development of a theme or central idea throughout a literary text. 3. I can analyze the interaction of literary elements of a story or drama. 4. I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). 5. I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. 6. I can compare and contrast a fictional and historical account of a time, place, or character. 7. I can cite several pieces of evidence to support an analysis of informational text. 8. I can objectively summarize informational text. 9. I can analyze the interactions between individuals, events, and ideas in a text. 10. I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). 11. I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). 12. I can determine an author’s point of view or purpose in informational text. 13. I can write arguments to support claims with clear reasons and relevant evidence. 14. I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. 15. I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. 16. I can use correct grammar and usage when writing or speaking. 17. I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. 18. I can speak and write clearly without saying too much. 19. I can use a variety of strategies to determine the meaning of unknown words or phrases. 20. I can analyze figurative language, word relationships and nuance in word meanings.
Topics	<p>Module 1 – Reading Closely and Writing to Learn: Journeys and Survival</p> <p>How do individuals survive in challenging environments?</p> <p>How do culture, time, and place influence the development of identity?</p>

	<p>How does reading from different texts about the same topic build our understanding?</p> <p>What are the ways that an author can juxtapose two characters?</p> <p>Individual survival in challenging environments requires both physical and emotional resources.</p> <p>Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.</p> <p>Module 2A- Working with Evidence: Working Conditions Then and Now</p> <p>What are working conditions, and why do they matter?</p> <p>How do workers, the government, business, and consumers bring about change in working conditions?</p> <p>How does reading one section of a text closely help me understand it better?</p> <p>How can you tell the difference between a useful and a not useful research question?</p> <p>How does a speaker develop and organize his central claim?</p> <p>Working conditions include multiple factors, and have significant impacts on the lives of workers.</p> <p>Workers, the government, businesses, and consumers can all bring about change in working conditions.</p> <p>Close reading and discussing one excerpt of a longer text helps to deepen you understanding of the text as a whole.</p> <p>Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.</p>
<p>Major Assignment/s</p>	<ol style="list-style-type: none"> 1. Mid-Unit 1: Identifying Perspective and Using Evidence 2. End of Unit 1: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes 3. Mid-Unit 2 Assessment: Comparing “Water for Sudan” and <i>A Long Walk to Water</i> 4. End of Unit Assessment, Part 1: On-Demand Draft Writing about the Theme of Survival 5. End of Unit Assessment, Part 2: Final Draft Writing about the Theme of Survival 6. Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> 7. End of Unit 3 Assessment: Using Strong Evidence 8. Literary Analysis Essay 9. Research-Based Two-Voice Poem 10. Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> 11. End of Unit 1 Assessment: Argument Essay about <i>Lyddie</i> 12. Mid-Unit 2 Assessment: How Chavez Develops His Claims in the Commonwealth Club Address

	<p>13. End-of-Unit 2 Assessment: Analyzing the Structure of Chavez’s “Wrath of Grapes” Speech</p> <p>14. Mid Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions</p> <p>15. End of Unit 3 Assessment: Writing a Research Synthesis</p> <p>16. Final Performance Task: Consumer’s Guide to Working Conditions in the Garment Industry</p>
<p>Instructional Materials</p>	<p>Linda Sue Park, <i>A Long Walk to Water</i></p> <p>“Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” <i>Current Events</i>, April 7, 2006</p> <p>Karl Vick, “Sudanese Tribes Confront Modern War,” <i>Washington Post Foreign Service</i>, July 7, 1991</p> <p>Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” <i>Washington Post Foreign Service</i>, August, 24, 1997</p> <p>Katherine Patterson, <i>Lyddie</i></p> <p>David Macaulay, <i>Mill Times</i> (video)</p> <p>Cesar Chavez, “Statement at Pacific Lutheran University,” speech given in March 1989.</p> <p>Cesar Chavez, “The Wrath of Grapes,” speech given in May 1986</p> <p>Kathleen Krull, <i>Harvesting Hope</i> (picture book)</p> <p>Students need the following:</p> <ul style="list-style-type: none"> ❖ A folder with prongs or a binder dedicated to reading language arts ❖ College rule notebook paper ❖ One three-subject notebook ❖ A flash drive ❖ Blue or black ink pens ❖ Highlighters ❖ Colored pencils ❖ Markers ❖ Computer access
<p>Field Trip/s</p>	<p>Non-applicable</p>