

M/J Reading 7th Grade - #1008040
Year-at-a-Glance Curriculum Guide

Time Frame	Standards	Resources
<p>M/J 2 (7th Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p>The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 7th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support</p> <p>General Notes: The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • demonstrating successful reading of argument; • demonstrating successful reading of fact and opinion; • demonstrating successful reading of high-quality literature; • demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text; • demonstrating successful understanding of academic vocabulary and vocabulary in context; • integrating reading and writing, including written responses to print and digital text; • using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; • collaborating extensively amongst peers. <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>This course includes a focus on range of reading, writing, and level of text complexity as noted in LAFS.7.RI.4.10, LAFS.7.RL.4.10. <i>By the end of the year, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i> LAFS.7.W.4.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p>	<p>ELA Throughout the Day - Videos to Assist Understanding of Expectations</p> <p>Text-Based Talk</p> <p><i>Please note that short and extended informational and argumentative writing tasks must be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p>

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<p>Quarter 1</p>	<p>The student will be able to:</p> <p>Reading Standards -</p> <ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.7.RI.1.1, LAFS.7.RL.1.1 <i>Discuss plagiarism and how to correctly source a text.</i> • Determine two or more central ideas in a text and analyze their development over the course of the text (informational); Determine a theme or central idea of a text and analyze its development over the course of the text (literary); provide an objective summary of the text. LAFS.7.RI.1.2, LAFS.7.RL.1.2 • 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. LAFS.7.RI.2.5 • 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. LAFS.7.RI.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. LAFS.7.RL.2.6 <p>Supportive Language and Speaking/Listening Standards:</p> <ul style="list-style-type: none"> • 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. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). LAFS.7.L.3.4 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. LAFS.7.L.3.6 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, <ul style="list-style-type: none"> ○ having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. ○ Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ○ Acknowledge new information expressed by others and, when warranted, modify their own views. LAFS.7.SL.1.1 	

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Quarter 2	<p>All standards from the previous quarter will continue to be reinforced with increasingly complex text. The students will be able to:</p> <p>Reading Standards –</p> <ul style="list-style-type: none"> • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). LAFS.7.RI.1.3 • Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. LAFS.7.RI.3.8 • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. LAFS.7.RI.3.9 • 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. LAFS.7.RL.3.9 <p>Supportive Writing, Language and Listening/Speaking Standards –</p> <ul style="list-style-type: none"> • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. LAFS.7.W.3.7 • Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. LAFS.7.SL.1.2 • Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. LAFS.7.SL.1.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. LAFS.7.L.2.3 	

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Quarter 3	<p>All standards from the previous quarter will continue to be reinforced with increasingly complex text. The students will be able to:</p> <p>Reading Standards –</p> <ul style="list-style-type: none"> • 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; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of poem or section of a story or drama. LAFS.7.RI.2.4; LAFS.7.RL.2.4 • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). LAFS.7.RL.1.3 • Analyze how a dramas or poems form or structure (e.g., soliloquy, sonnet) contributes to its meaning. LAFS.7.RL.2.5 • Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). LAFS.7.RI.3.7 • Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). LAFS.RL.3.7 <p>Supportive Language and Speaking/Listening Standards –</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). LAFS.7.L.3.5 	

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Quarter 4	<p>All standards from the previous quarter will continue to be reinforced with increasingly complex text. The students will be able to:</p> <p>Reading Standards –</p> <ul style="list-style-type: none"> • Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. LAFS.7.RI.3.8 • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. LAFS.7.RI.3.9 • 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. LAFS.7.RL.3.9 <p>Supportive Writing, Language, and Speaking/Listening Standards –</p> <ul style="list-style-type: none"> • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. LAFS.7.W.3.7 • Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. LAFS.7.SL.2.4 • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. LAFS.7.SL.2.5 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. LAFS.7.SL.2.6 	