

Washington Township Middle Schools

ELA Grade 7 Demonstrable Proficiencies

- I. Attitude and Behavior – The following will be demonstrated: effort, cooperation, following directions, perseverance, self-control, respect for others, self-growth, responsibility, paying attention, effective use of time, and self-direction.
- II. Course Objectives/Overview - This course is designed for the seventh grade middle school student. It offers an integrated and active approach to reading, writing, speaking, listening, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.

Unit 1

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 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; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); and analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit 2

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 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; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Students will be able to 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); 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; 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.

Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to create cohesion and

clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the information or explanation presented.

Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research; apply *grade 7 Reading standards* to literature (e.g., "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"); and apply *grade 7 Reading standards* to literary nonfiction (e.g. "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").

Unit 3

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 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; 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; and 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.

Students will be able to write arguments to support claims with clear reasons and relevant evidence; introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument presented.

Students will be able to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation; and gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 4

In this final unit of study, students will explore and further their understanding of a variety of teacher and student-selected genres including, but not limited to, the following: novels, short fiction, drama, informational writing, and/or poetry. They will continue to apply the reading and writing strategies from the previous units. As students explore the selected genre(s), they will deepen their understanding of the ways in which authors generate ideas, construct cohesive works, and creatively express their thoughts.

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 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; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); and read and comprehend 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.

Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing

sources; and 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.

Students will also review the writing they have completed throughout the year and reflect upon their growth as readers, writers, and members of the classroom community. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned and genre-specific techniques, to generate ideas for student-centered topics and create finalized writing piece(s).

III. New Jersey Common Core Standards for English Language Arts - Grade 7

CCS Standards: Reading - Literature
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.
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.
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.7. 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).
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.
RL.7.10. By the end of the year, read and comprehend 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.
CCS Standards: Reading – Informational Text
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.
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.
RI.7.3. 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).
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.
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.
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.
RI.7.7. 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).
RI.7.8. 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.
RI.7.9. 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.
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

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.
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10. 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.
CCS Standards: Speaking & Listening
SL.7.1. 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.
SL.7.2. 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.
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4. 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.
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS Standards: Language
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.6. 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.

IV. Grading Categories and Percentages

Category	Weight
Homework (Independent reading, vocabulary activities, etc.)	15%
Minor Assessments/Activities (Quizzes, classwork, journals/notebooks, short writing responses, etc.)	30%
Major Assessments/Activities (Tests, benchmark assessments, published writing, projects, etc.)	35%
Collaboration/Participation (Debates, oral presentations, Socratic seminar, cooperative activities, literature circles, etc.)	20%