

Grade 7 - Year at a Glance

M/J I Language Arts

A Note to Parents: State standards require your student's language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison to texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or difficult. Your child's teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher's goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

What is the purpose of this course?

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- 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
- collaboration amongst peers

What will Grade 7 students be expected to do?

English Language Arts Expectations:

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

Grade 7 Writing Types Expectations

Narrative Writing - ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

Argumentative Writing - ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from

sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

Expository Writing - ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

Grammar/Mechanics

Skills to be mastered at this grade level are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.pdf>

What will Grade 7 students be reading and discussing?

Quarter	Sample Themes	Sample Texts
<i>The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.</i>		
Quarter 1	Conflicts and Clashes: When do differences become conflicts? When do differences become conflicts? What do readers learn when they study and analyze the conflicts presented in literary works? How does that help us with our own conflicts?	Rikki-Tikki-Tavi (Fiction) The Wise Old Woman (Fiction) Woodsong (Informational) Nimona (Fiction) Stargirl (Fiction) Seventh Grade (Fiction) The Eyes Have It (Fiction) Mad (Poetry) In the Year 1974 (Informational) Thank You, M'am (Fiction) The Jungle Book
Quarter 2	Highs and Lows: What do we learn from love and loss?	Annabel Lee (Poetry) Sonnet 18 (Poetry) My Mother Pieced Quilts (Poetry) Museum Indians (Informational) The Walking Dance (Fiction) Do not go gentle into that good night (Poetry) Second Estrangement (Poetry) Flesh and Blood So Cheap: The Triangle Fire and Its Legacy (Informational) The Highwayman (Poetry) My Father Is a Simple Man (Poetry) Tangerine (Fiction) My Mother Really Knew (Poetry)
Quarter 3	Chasing the Impossible: What makes a dream worth pursuing? Why do people chase dreams, even if they seem impossible? What makes a dream	We Beat the Street (Informational) The First Americans (Argumentative) The Words We Live By: Your Annotated Guide to the Constitution (Informational)

	worth pursuing? How do optimism and grit contribute to the pursuit of a dream?	<p>All Together Now (Argumentative)</p> <p>Speech to the Young: Speech to the Progress-Toward (Poetry)</p> <p>Mother Jones: Fierce Fighter for Workers' Rights (Informational)</p> <p>Letter to President Theodore Roosevelt (Argumentative)</p> <p>The New Colossus (Poetry)</p> <p>Machines, not people, should be exploring the stars for now (Argumentative)</p> <p>Responses to "Machines, not people, should be exploring the stars for now" (Argumentative)</p> <p>Freedom Walkers: The Story of the Montgomery Bus Boycott by Russell Freedman</p>
Quarter 4	Moment of Truth: How can one event change everything?	<p>No Dream Too High: Simone Biles (Informational Text)</p> <p>The Yearling (Fiction)</p> <p>The Boy Who Harnessed the Wind (Informational Text)</p> <p>An Occurrence at Owl Creek Bridge (Fiction)</p> <p>the sonnet-ballad (Poetry)</p> <p>The Skin I'm In (Fiction)</p> <p>Barrio Boy (Informational Text)</p> <p>The Tequila Worm (Fiction)</p> <p>Harrison Bergeron (Fiction)</p> <p>The Last Human Light (from What If?) (Informational Text)</p> <p>A Farewell Address to the Nation (Argumentative Text)</p>
Optional Units Available in Adopted District Resources		
Unit 5 (optional)	Test of Time - Why do we still read myths and folktales? Every culture has its own myths and folktales, but certain themes are universal. Why do similar stories pop up across cultures and across time periods? Why do people continue to put a fresh spin on old stories? Why are myths and folktales still important to people today?	<p>Aesop's Fables (Fiction)</p> <p>New Directions (Informational)</p> <p>The Hunger Games (Fiction)</p> <p>The Classical Roots of 'The Hunger Games' (Informational)</p> <p>The Cruel Tribute (Fiction)</p> <p>The Other Side of the Sky (Informational)</p> <p>The Story of Anniko (Fiction)</p> <p>Icarus and Daedalus (Fiction)</p> <p>The People Could Fly (Fiction)</p> <p>The Third Elevator (Fiction)</p>
Unit 6 (optional)	The Power of One - How do we stand out from the crowd? Reading has the power to introduce us to memorable individuals. Some of our most cherished stories depict characters and historical figures who chose to stand out from the crowd. This unit presents students with a wide sampling of these figures. In texts written for the page and the stage, readers encounter individuals at odds with their society. Focused on the genre of drama, the texts in The Power of One will challenge students to consider what makes individuals unique and the sacrifices individuals make.	<p>Nothing to Envy: Ordinary Lives in North Korea (Informational)</p> <p>A Thousand Cranes (Drama)</p> <p>Reality TV and Society (Argumentative)</p> <p>Remarks at the UNESCO Education for All Week Luncheon (Informational)</p> <p>The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting (Argumentative)</p> <p>Miami Dancer Follows Dreams while Planning for the Future (Informational)</p> <p>Hidden Figures (Informational)</p> <p>Choices (Poetry)</p> <p>The Matsuyama Mirror (Drama)</p> <p>Cuentos de Josefina (Josephine's Tales) (Drama)</p> <p>The Monsters are Due on Maple Street – by Rod Serling</p> <p>The Giver – by Lois Lowry</p>

How can I help my student to be successful in his/her English class?		
	Support Resources	Everyday Activities
Reading	What Is Text Based Talk? Finding Buried Treasure (Close reading practice for uncovering theme for 7 th graders) The Last Leaf (Practice for students in making inferences and citing text evidence) Arguing Mars Help for students in identifying claims when reading)	Engage your student in discussions of current events. Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions. Prompt your student to elaborate on their opinions with “why?” or “how?” Challenge them to consider or refute an opposing opinion. Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics). Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).
Writing	Sentence Variety (Help for students in writing sentences with more variety and flow) State your Claim (Students can practice writing argument essays in preparation for FSA writing	
Vocabulary	The Case Against “Good” and “Bad” (Student tutorial on improving vocabulary in writing)	