



Washington County Department of Education

7th Grade English Language Arts Curriculum and Assessment Guide

2017-2018



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Washington County Schools 2017-2018
Assessment, Writing, and Unit Schedule

7th Grade
 English Language Arts

Assessment, Writing, and Unit Windows	Required/Suggested	Instructional Units	Writing & Writing Assessments	STAR Assessments	Common Formative Assessments
Beginning of the Year Aug. 7- Aug. 25	REQUIRED			<ul style="list-style-type: none"> ❖ Administer Placement Test/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading Universal Screening Beginning of Year Assessment</i> 	
Beginning of the Year Aug. 7-Aug. 25	Suggested		<ul style="list-style-type: none"> ❖ Administer Placement Tests <ul style="list-style-type: none"> ➤ <i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Narrative Writing (use <i>Writing Pathways</i> page 206 for prompt and page 211-214 for teaching rubric)</i> ❖ Week 1 & 2: Establish routines and procedures for Writing (<i>For support on establishing routines and procedures, reference Instructional Resources at end of this guide and The Units of Study: A Guide to</i> 		

			<i>the Writing Workshop</i>		
<p>During/ End of 1st grading period</p> <p>Aug. 7- Oct. 5</p>	Suggested	<p>❖ <u>Suggested Instructional Unit</u></p> <p>➤ <u>Memoir</u></p> <p>Unit goal: Students read various memoirs and texts about a writer’s craft to understand the importance of memoirs and “coming of age” literature. Students express their understanding by exploring their own voice and style as a writer, observing the firsthand connection between reading and writing, as they write their own memoir. From Louisiana Believes grade 7 Guidebook</p>	<p>❖ <u>Suggested Narrative Writing</u></p> <p>➤ <i>Lucy Calkins’ Units of Study Unit 1 Writing Realistic Fiction</i> Published Narrative Writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists)</p> <p>➤ Utilize <i>Lucy Calkins’ Writing Units of Study If...Then...Curriculum Book</i>, SRSD strategies, and/or eduTOOLBOX.org resources to teach Narrative Writing in response to text(s) and prompt.</p>		
<p>End of 1st grading period</p> <p>Sept. 18-Sept. 29</p>	REQUIRED				<p>❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 7 or the beginning of Week 8:</p> <p>➤ WCDE Common Formative Assessment (CFA): Narrative (typed- use TDOE rubric)</p>

<p>Beginning of 2nd grading period</p> <p>Oct. 6-Oct. 20</p>			<ul style="list-style-type: none"> ❖ Administer Placement Tests <ul style="list-style-type: none"> ➤ <i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Information Writing</i> (use <i>Writing Pathways</i> page 156 for prompt and page 162-166 for teaching rubric) 		
<p>During/End of 2nd grading period</p> <p>Oct. 16-Dec.20</p>	<p><i>Suggested</i></p>	<ul style="list-style-type: none"> ❖ <u>Suggested Instructional Unit</u> <ul style="list-style-type: none"> ➤ <u>A Christmas Carol</u> Unit Goal: Students read literary and informational texts about the meaning and redemption found through selflessness and valuing people over material possessions. Students understand how writers use stories to teach us these lessons and how characters' choices affect the plot and build the theme of a story. Students express their understanding by exploring how literature resonates with readers and has "staying power," becoming a part of our language, culture, and moral code. From Louisiana Believes grade 7 Guidebook 	<ul style="list-style-type: none"> ❖ <u>Suggested Narrative Writing</u> <ul style="list-style-type: none"> ➤ <i>Lucy Calkins' Units of Study Unit 2 Writing About Reading</i> Published Information Writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ Utilize <i>Lucy Calkins' Writing Units of Study If...Then...Curriculum Book</i>, SRSD strategies, and/or eduTOOLBOX.org resources to teach Information Writing in response to text(s) and prompt. 		

<p>During/End of 2nd grading period</p> <p>Nov. 20-Dec.1</p>	<p>REQUIRED</p>				<p>❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 7 or the beginning of Week 8:</p> <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA): Informational/ Explanatory (typed- use TDOE rubric)
<p>Beginning of Second Semester</p> <p>Jan. 2-Jan. 12</p>	<p>REQUIRED</p>			<p>❖ Administer Test/ Record and file results on ELA Student Profile Folder:</p> <ul style="list-style-type: none"> ➤ <i>STAR360 Reading Universal Screening Mid-Year Assessment</i> 	
<p>Beginning of Second Semester</p> <p>Jan. 2- Jan. 12</p>	<p>Suggested</p>	<p>❖ <u>Suggested Instructional Unit</u></p> <ul style="list-style-type: none"> ➤ <u>The Giver</u> <p>Unit Goal: Students read dystopian literature and related informational texts to understand how individual perspectives are shaped by knowledge and memory and to determine whether perfection is worth the sacrifice. Students express their understanding by analyzing how a theme is developed through characters and their contrasting points of view and also comparing and contrasting the themes of similar texts. From Louisiana Believes</p>	<p>❖ <i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt -Argument Writing (use <i>Writing Pathways</i> page 110 for prompt and page 116-120 for teaching rubric)</i></p>		

		grade 7 Guidebook			
<p>During/End of 3rd grading period</p> <p>Jan. 3-Mar. 9</p>	Suggested		<p>❖ <i>Lucy Calkins' Units of Study Unit 3 The Art of Argument</i> Published Argument Writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists)</p>		
<p>During/End of 3rd grading period</p> <p>Jan. 2- Mar. 9</p>	REQUIRED				<p>❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 7 or the beginning of Week 8:</p> <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA): Argument (typed- use TDOE rubric)
<p>During/End of 4th grading period</p> <p>Mar.12-May 24</p>	Suggested	<p>❖ <u>Suggested Instructional Unit</u></p> <ul style="list-style-type: none"> ➤ Written in Bone <p>Unit goal: Students read literary and informational texts about the stories of our past to understand how different texts offer unique historical perspectives and how authors sometimes alter details of history to serve a purpose. Students express their understanding by corroborating details of the past, deciphering an</p>			

		author's purpose, and writing their own fictionalized version of a historical account. From Believes grade 7 Guidebook			
During/End of 4th grading period Mar.1-May 24	REQUIRED			<ul style="list-style-type: none"> ❖ Administer Test/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading</i> Universal Screening End of Year Assessment 	

Washington County Department of Education

7th Grade Curriculum at a Glance

Standard	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks	
<u>Reading Standards for Literature</u> Key Ideas and Details					
7.1	7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.2	7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.3	7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Literature</u> Craft and Structure					
7.4	7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.5	7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.6	7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Literature</u> Integration of Knowledge and Ideas					
7.7	7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.8	(Not applicable to literature)				
7.9	7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Literature</u> Range of Reading and Level of Text Complexity					
7.10	7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

<u>Reading Standards for Informational Text</u>					
Key Ideas and Details					
7.1	7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.2	7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.3	7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Informational Text</u>					
Craft and Structure					
7.4	7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.5	7.RI.CS.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.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.6	7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Informational Text</u>					
Integration of Knowledge and Ideas					
7.7	7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.8	7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.9	7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Reading Standards for Informational Text</u>					
Range of Reading and Level of Text Complexity					
7.10	7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Writing Standards</u>					
Text Types and Protocol					
7.1	7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s). b) Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

	<p>alternate or opposing claim(s).</p> <p>c) Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d) Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e) Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f) Use precise language and content-specific vocabulary.</p> <p>g) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h) Use varied sentence structure to enhance meaning and reader interest.</p> <p>i) Establish and maintain a formal style.</p>				
7.2	<p>7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a) Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b) Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d) Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e) Craft an effective and relevant conclusion.</p> <p>f) Include formatting, graphics, and multimedia when appropriate.</p> <p>g) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h) Use precise language and domain-specific vocabulary.</p> <p>i) Use varied sentence structure to enhance meaning and reader interest.</p> <p>j) Establish and maintain a formal style.</p>	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.3	<p>7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p> <p>b) Organize an event sequence that unfolds naturally and logically.</p>	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

	<p>c) Create a smooth progression of experiences or events.</p> <p>d) Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</p> <p>e) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>f) Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>				
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Writing Standards
Production and Distribution of Writing

7.4	7.W.PDW.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.)	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.5	7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.6	7.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

Writing Standards
Research to Build and Present Knowledge

7.7	7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce
7.8	7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce
7.9	7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce

Writing Standards
Range of Writing

7.10	7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Speaking and Listening Standards</u> Comprehension and Collaboration					
7.1	7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.2	7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.3	7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce
<u>Speaking and Listening Standards</u> Presentation of Knowledge and Ideas					
7.4	7.SL.PKI.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.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.5	7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input type="checkbox"/> Reinforce
7.6	7.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Language Standards</u> Conventions of Standard English					
7.1	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a) When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b) When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.2	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
<u>Language Standards</u> Knowledge of Language					
7.3	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

Language Standards
Vocabulary Acquisition and Use

7.4	<p>7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <p>a) Use context as a clue to the meaning of a word or a phrase.</p> <p>b) Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c) Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d) Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.5	<p>7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce
7.6	<p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<input checked="" type="checkbox"/> Introduce <input type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce	<input type="checkbox"/> Introduce <input checked="" type="checkbox"/> Reinforce

REQUIRED - *STAR360 Reading* Universal Screening Assessment

Universal Screener: *STAR360 Reading*

- Beginning of Year (online administration)
- Midyear (online administration)
- End of Year (online administration)

Beginning of Year Information: Students will complete the *STAR360 Reading Beginning of Year Assessment* online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the ***ELA Student Profile Folder***. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to inform instruction and/or intervention.

Midyear Information: Students will complete the *STAR360 Reading Midyear Assessment* online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the ***ELA Student Profile Folder***. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to adjust instruction.

End of Year Information: Students will complete the *STAR360 Reading End of Year Assessment* online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the ***ELA Student Profile Folder***. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Print the final Student Diagnostic Report and file a copy in the ***ELA Student Profile Folder***.

*Please note:

According to **Response to Instruction and Intervention (RtI²)**, students scoring below 25% on the Universal Screener may be considered for Tier II instruction. Please note: *STAR360 Reading* data is only one source of information to use when determining RtI² status. Use the WCDE guidelines for RtI² when making student placement decisions.

REQUIRED

WCDE Common Formative Assessments (CFAs)

State Assessment Information:

- Seventh grade students will participate in Part I of the state assessment in April 2018 in which students will encounter complex texts and prompts requiring evidence to support their writing. More information will be provided throughout the school year. For updates, visit the “Assessment” tab at www.tn.gov/education.
- To prepare for Part I of the writing assessment, students must have opportunities to develop keyboarding skills, build stamina for reading complex texts, and regular practice writing sources. Teachers are to spend several weeks of instruction on a type of writing during Writing Workshop in class daily.
- In an effort to make the best use of resources, our district will employ curriculum and strategies from *Lucy Calkins’ Units of Study for Writing*, as well as *SRSD* and *Writing to Sources*. Utilize the timeline provided in the pacing guides to ensure adequate practice with narrative, informational/explanatory, and argument writing before the April administration of Part I of the state assessment.

*Please note these are the *minimum* requirements for writing instruction and assessment. Teachers are encouraged to supplement writing instruction based on the needs of the students. Additional stimuli and prompts can be found at the eduTOOLBOX.org website.

WCDE Common Formative Assessment Information:

- **WCDE Common Formative Assessments (CFAs)** reflect the shifts of the Tennessee Standards and emphasize the following skills:
 - Reading and comprehending grade-level complex text
 - Writing in response to sources, including incorporating textual evidence into an analysis or argument
- **WCDE CFAs** will be structured as follows:
 - Students will read **two** complex informational texts. Texts will cover **social studies** or **science** topics in order to demonstrate the range of informational reading possible in a rigorous curriculum.
 - Students will answer **comprehension questions** designed to promote thinking and understanding of the text prior to the writing prompt.
 - Students will write **one** essay about both texts. The essay will be narrative, informational/explanatory, or opinion based.
- **WCDE Common Formative Assessments (CFAs)** are to be administered at the BEGINNING of each Writing-to-Sources genre study. Copies of student assessments will be delivered from

Midway prior to each assessment window. Teachers may read aloud directions for each assessment. Teachers are to score these assessments using the trait-based rubrics from the state department.

- After scoring each assessment, teachers will conference with individual students to determine strengths and areas to strengthen in reading and writing. Record assessment data on the **ELA Student Profile Folder**, as seen in the table below. Then file the student’s work in the **ELA Student Profile Folder**. Use the information from student results to inform writing instruction for the remainder of the genre study.

Timeline/Testing Window	Writing Genre/Type	Total Points Section One (Comprehension Questions)	Total Points Section Two (Writing Traits 1-4)				Total Score (Sections One and Two Combined)												
1st nine weeks Sept. 18-Sept. 29	Writing to Sources: Narrative		<table border="1"> <tr> <td data-bbox="850 835 969 898">F/O</td> <td data-bbox="969 835 1084 898">D</td> <td data-bbox="1084 835 1201 898">L</td> <td data-bbox="1201 835 1317 898">C</td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>				F/O	D	L	C									
F/O	D	L	C																
2nd nine weeks Nov. 20-Dec. 1	Writing to Sources: Informational/ Explanatory		<table border="1"> <tr> <td data-bbox="850 1052 969 1115">F/O</td> <td data-bbox="969 1052 1084 1115">D</td> <td data-bbox="1084 1052 1201 1115">L</td> <td data-bbox="1201 1052 1317 1115">C</td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>				F/O	D	L	C									
F/O	D	L	C																
3rd nine weeks Feb 12-Feb. 23	Writing to Sources: Argument		<table border="1"> <tr> <td data-bbox="850 1276 969 1339">F/O</td> <td data-bbox="969 1276 1084 1339">D</td> <td data-bbox="1084 1276 1201 1339">L</td> <td data-bbox="1201 1276 1317 1339">C</td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>				F/O	D	L	C									
F/O	D	L	C																

Optional Instructional Units

CURRICULUM UNITS

Teachers may choose to use the units as curricular resources to support the Tennessee State Standards. Units are composed of multiple texts in which students use claims, evidence, and reasoning to share their thinking in understanding concepts. Unit activities have been built to encourage creativity and leadership development with the goal of empowering students with awareness and responsibility of their own learning. The units are strongly focused on deep analysis of texts in ways that encourage the expression and defense of personal thinking. Approaches to literacy focus on independent questioning of texts, making one’s own claims about texts and defending them with evidence, developing inquiry questions and employing independent research to deepen understanding, and constructing personal logical arguments to explain one’s perspective.

The units are not intended to be comprehensive curricula. Instead, teachers should see these units as an extended, rigorous series of activities focused on building a discrete set of student skills. We have deliberately chosen units that emphasize some of the key shifts—and greatest areas of need for our students—such as comprehending complex informational texts, following the contours of a nuanced argument, and incorporating textual evidence into writing.

The sequence of instruction has been designed to engage all students in instruction aligned to the Tennessee State Standards. The text choices in this series combined with a purposeful sequence of instruction in each unit work together to bring ALL students, including ELL students and those reading below grade level, into productive struggle with texts, collaborative conversation, and evidence-based writing. Activities, pedagogical notes, worksheets, and handouts have been designed to aid the learning of diverse students.

Louisiana Believes 7th Grade Guidebook:

To access these units, follow the directions below:

URL: <https://learnzillion.com/resources/81661-7th-grade-ela-guidebook-units>

(Each unit below is hyperlinked in the pacing guide if using the online version of this document.)

- ❖ 1st nine weeks: [Memoir](#)
- ❖ 2nd nine weeks: [Christmas Carol](#)
- ❖ 3rd nine weeks: [The Giver](#)
- ❖ 4th nine weeks: [Written in Bone](#)

*Please note: Updated Guidebooks are available [here](#). These are “ELA Guidebooks 2.0” and require a username and password for LearnZillion. This is a free site, but you will need to create an account to access all materials.

ODELL Education

The Developing Core Proficiencies Curriculum is an integrated set of English Language Arts/Literacy units spanning grades 6-12. Funded by the USNY Regents Research Fund, the free curriculum is comprised of a series of four units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the Common Core State Standards. Each unit highlights core literacy proficiency and provides approaches, instructional sequences, handouts, tools and texts for developing independent mastery and creative critical thinking in students. To access Odell Education visit <http://odelleducation.com/literacy-curriculum> or click the links below to access the units.

Odell Units:

- ❖ [Unit 1: Reading Closely for Textual Details](#)
- ❖ [Unit 2: Making Evidence-Based Claims](#)
- ❖ [Unit 3: Researching to Deepen Understanding](#)

***Please note:** Digital copies of the units are provided. If you would like to request a hard copy, please email Melinda Carr at carrm@wcde.org.

ADDITIONAL RESOURCES AND ONLINE MATERIALS

Tennessee Department of Education

To access additional 7th grade resources offered by the TDOE, [Click here](#).

URL: <http://www.edutoolbox.org>

Scroll down and click "TENNESSEE TOOLS."

Click on "Instructional Resources" in the ELA/Literacy section.

Locate your grade level and choose "Additional Resources."

Choose appropriate Unit per grading period to access teacher instructions, texts, and activities.

Achieve the Core

To access these units, follow the directions below:

URL: <http://achievethecore.org/>

Use the search function to search for topics.

***Please note:** Some functions at the site require a username and password. This is a free site, but you will need to create an account to access all materials, including lesson plans and tasks, online resources, visuals, and downloads.

Suggested –Units of Study in Argument, Information, and Narrative Writing

Unit Writing Assessment Tools:

- On-Demand Performance Assessment Prompts
- Learning Progressions
- Student Writing Checklists
- Teaching Rubrics
- Annotated Writing Developed through the Progression

In an effort to make the best use of resources, our district will utilize both **Lucy Calkins- Units of Study in Argument, Information, and Narrative Writing** instruction, and assessment techniques as well as writing assessments provided by **WCDE**. Please note: **The Units of Study** will be taught out of the order in which they appear in the **Assessment, Instruction and Unit Schedule**. Utilize the timeline provided to ensure adequate practice with informational/explanatory and Argument writing before the February administration of Part I of the **TNReady** assessment.

Each unit of study book represents about five weeks of instruction. Reference the sample pacing schedule located on the inside front cover of each unit of study book. Students can publish a piece of writing at the end of each unit of study. Teachers will use the teaching rubrics found in **Writing Pathways: Performance Assessments and Learning Progressions** to score the published writing.

All the tools you need to assess your students' writing—and have students assess themselves—can be found in **Writing Pathways: Performance Assessments and Learning Progressions**. To become familiar with the different tools available to you, you might first read pp. 4–9 in *Writing Pathways*. This will provide you with an overview of each tool, and how the tools work together to form a robust assessment system.

On-Demand Performance Assessment Prompts:

These three prompts (narrative, information, and argument) direct students to compose the best piece of writing they can in a fixed period of time. The resulting pieces can then be assessed using the learning progressions and rubrics.

Learning progressions:

These are written to communicate expectations to students and teachers. These learning progressions not only help you track students' progress across the three kinds of writing, locating a student's current level of work and the next steps the student should take, but they also help you see the cross-currents between the three types of writing, so that you can help a student realize that lessons learned in narrative writing can transfer to information writing, and so forth.

Student Writing Checklists:

Student-friendly checklists for each type of writing are located in *The Units of Study: Writing Pathways*. The writing checklists help students become independent evaluators of their own writing. These checklists allow students to assess their own writing and set goals. After completing a genre, students use the appropriate genre checklist to remind themselves of the teaching points shared during instruction. Students then compare their genre writing sample to the areas identified on the checklist. If choosing to use these checklists, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Teaching Rubrics:

These rubrics, grounded in the learning progressions, use numbers corresponding to grade levels and give appropriate weight to each category, so that you can derive a point score for each student's work in a particular type of writing, as well as track students' progress statistically. The grade-specific rubrics (provided for each genre) can be used to assess both on demand writing and students' published writing. If choosing to use these rubrics, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Annotated Writing Developed through the Progression:

Leveled Writing Examples—Two sets of carefully selected benchmark student writing samples for each type of writing, at each grade level. The two texts at each grade represent different but equivalent ways for a student to be “at standard” for that grade level.

Writing Workshop Tools:

- Setting Up and Provisioning the Writing Workshop
- Structures and Management Systems
- Sample Launching Lesson
- Lessons About Workshop Procedures

Setting Up and Provisioning the Writing Workshop

Teaching writing does not require elaborate materials or special classroom arrangements. However, you will want to consider how you might set up your classroom for an effective writing workshop. You will want to have a space for gathering (the meeting area); a space for writing and conferring (work areas); and a writing center (to house writing tools and resources). For more on provisioning a writing workshop, see Chapter 5 in the *Guide to the Common Core Writing Workshop*.

Structures and Management Systems

To teach writing, you need to establish the structures and expectations that ensure that all students will continue working throughout the writing workshop on their own. For more on structures and management, see Chapter 6 in the *Guide to the Common Core Writing Workshop*.

Sample Launching Lesson:

Connection:

Today we will be introducing to the Writer's Notebook. "The Writer's Notebook is the "tool" we use during Writer's Workshop. Today we will take a look at the WRITER'S NOTEBOOK, a place for you write down, collect and develop our ideas and thoughts about the world, things that are of interest to you, things you know a lot about but want to know more and real world topics you LOVE. The notebook is the place to sketch, draw, jot, list and write about what we see, hear feel and observe in the world. Today we are going to set up our Writer's Notebooks for our independent writing."

Teaching:

For the next two days, we will use these skills to create writings in our notebooks.

Text to Use "What Is A Writer's Notebook Anyway?" from Ralph Fletcher's: A Writer's Notebook: Unlocking the Writer Within You.

1. Bring YOUR OWN notebooks and take the students on a tour of you notebook, talking with them about your own "writing lives". Demonstrate how your notebook is personalized with artifacts that reflect who you are as a writer (photos, pictures, quotes etc...) Show how you document your writing with your name and date for each entry. Read a few excerpts from your entries.

2. READ ALOUD/THINK ALOUD: Read "What Is A Writer's Notebook Anyway?" to the students focusing on the quote: "A writer's notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of the day.

Active Engagement:

TRY IT CHART: WHAT IS A WRITER'S NOTEBOOK ANYWAY/ WHAT DOES IT LOOK LIKE?

WHAT DOES IT SOUND LIKE?

"When I say NOW, make a list of ways you will make your WRITER'S NOTEBOOK your own in your notebook, using the chart to as a tool to help. When you hear 5-4-3-2-1, share your list with your partner."

Link:

Since we will be using our Writer's Notebooks every day, let's start now. You have 10 – 15 minutes to create and design your WRITER'S NOTEBOOK. Think about the cover, both front and back, think about the first page. For your first entry on your first page, you can write about having YOUR OWN WRITER'S NOTEBOOK."

Debrief:

Select two to three students to share their notebooks and how they went about creating their notebooks.