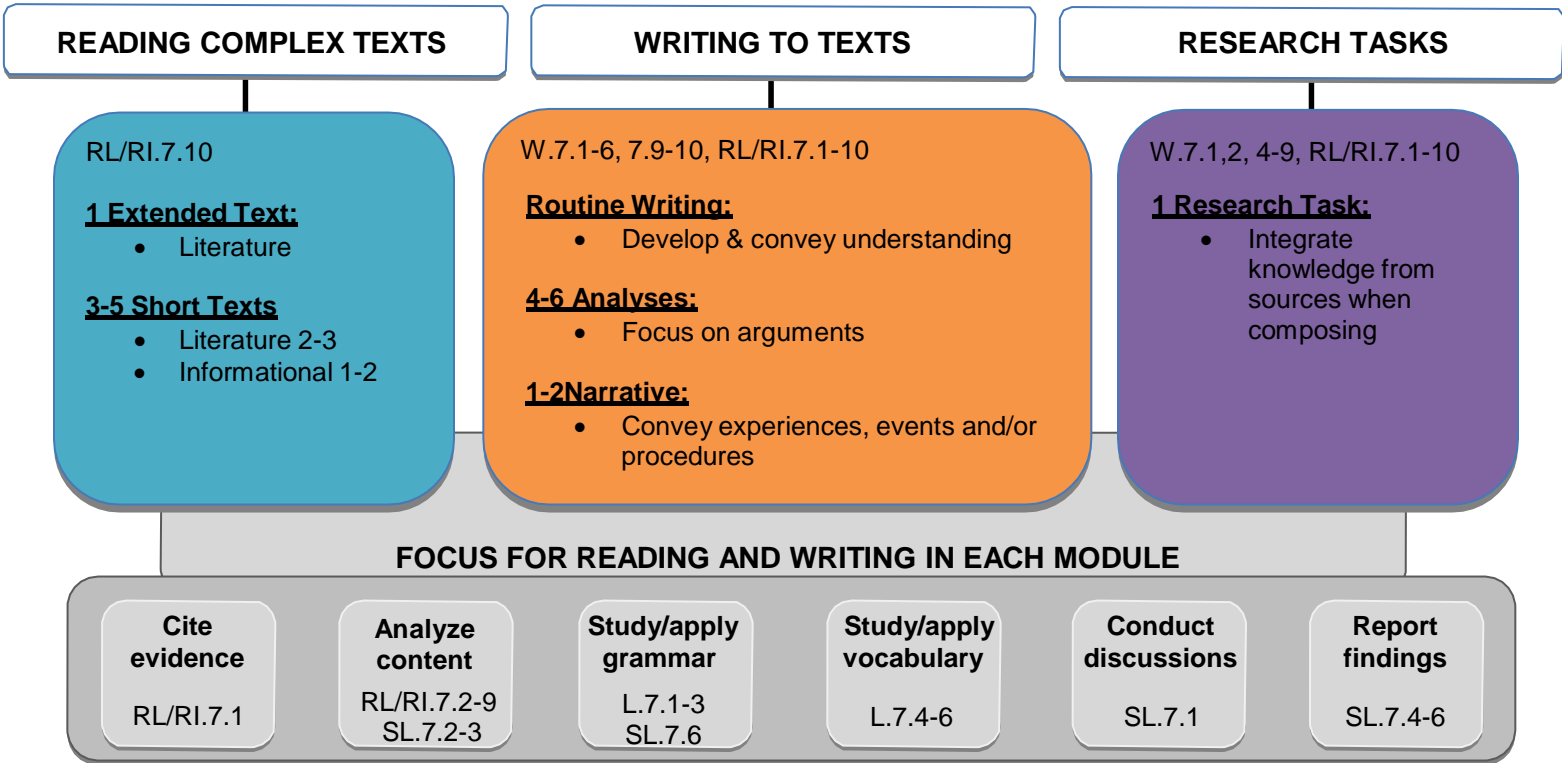


Campbell County Schools
7th Grade ELA
1st Nine Weeks at-a-Glance



*Reading Complex Texts, Writing to Texts and Research Tasks are interrelated. It is suggested that each of these sections not be taught in isolation, but rather connected by text, theme, topic, etc.

Suggested Grade-Appropriate Complex Texts	
Extended	Short
<p><i>Literature:</i></p> <ul style="list-style-type: none"> Professional Choice: chosen from required Reading List or Grade level Common Core Exemplars of Reading (Appendix B) 	<p><i>Literature:</i></p> <ul style="list-style-type: none"> Rikki-Tikki-Tavi Seventh grade The Names <p><i>Informational:</i></p> <ul style="list-style-type: none"> Instant Messaging Mission to Mars
Writing to Texts	
<p>The balance of student writing at this level is 70 percent analytical (35 percent argument and 35 percent to explain/inform) and 30 percent narrative, with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.</p> <p align="center">Click here for a deeper explanation of routine, analytical and narrative writing.</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> Narrative Writing 	

- Textbook Writing Workshop
- *Rikki-Tikki-Tavi*
- After reading *Rikki-Tikki-Tavi*, write a narrative essay retelling the story from the point-of-view of one of the characters.
- Argumentative Writing
 - *23 Days in July*
 - After reading *23 Days in July*, research Lance Armstrong's recent downfall. Write an argumentative essay explaining if he is still a credible athlete.
- *New 2013-14 TN Writing Rubrics:*
 - [Informational/Explanatory](#)
 - [Opinion/Argument](#)

Research

This module includes the opportunity for students to produce **one extended project** that uses research to address a significant *topic, problem, or issue*. This entails gathering and synthesizing relevant information from *several* additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module.

Students are expected at this stage to:

have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others.

Students can present their findings:

in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. **(Research aligned with the standards could take one to two weeks of instruction.)**

Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

*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.

RL – 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.7.6](#) 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).

RI – 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.7.6](#) 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.

W - Writing

- [W.7.1](#) Write arguments to support claims with clear reasons and relevant evidence.
 - W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - W.7.1d Establish and maintain a formal style.
 - W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.
- [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.7.2a 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.
 - W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - W.7.2e Establish and maintain a formal style.
 - W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- [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.7.3a 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.
 - W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events
- [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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 [here](#).)
- [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.7.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a 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”).

- [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.

SL – 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.7.1a Come to discussions prepared, 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.
 - SL.7.1c 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.
- [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. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

L - Language

- [L.7.1](#) command of the conventions of standard English grammar and usage when writing or speaking.
 - L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.
- [L.7.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [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.
 - L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - L.7.4d 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).
- [L.7.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).