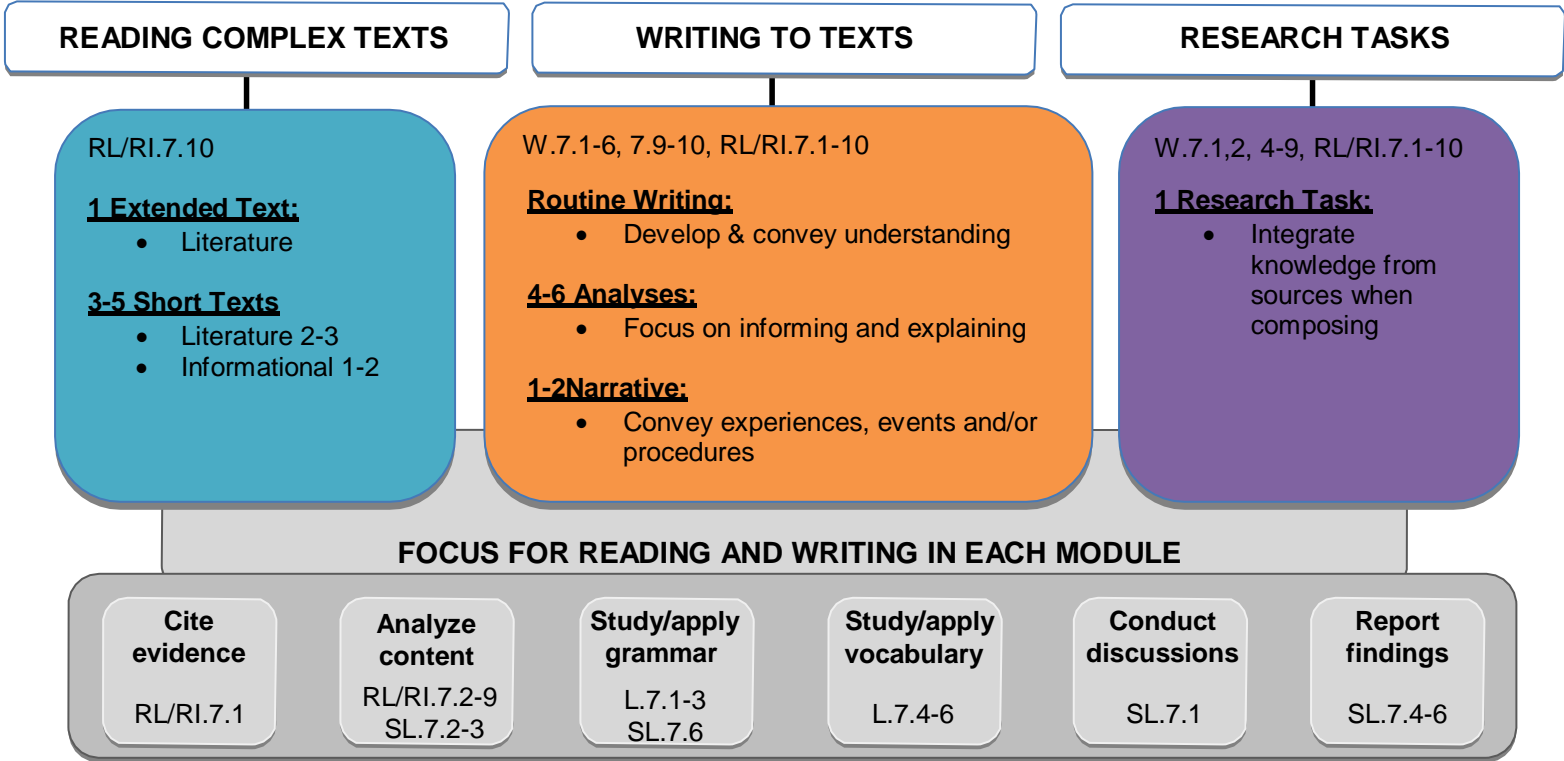


Campbell County Schools
7th Grade ELA
3rd Nine Weeks at-a-Glance



*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"> The Giver 	<p><i>Literature:</i></p> <ul style="list-style-type: none"> maggie and milly and molly and may / who are you, little i / old age sticks A Retrieved Reformation The Scholarship Jacket <p><i>Informational:</i></p> <ul style="list-style-type: none"> Jackie Robinson media clip online
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 style="text-align: center;"><u>Click here for a deeper explanation of routine, analytical and narrative writing.</u></p> <p>Writing Workshop</p> <ul style="list-style-type: none"> Informational/Explanatory Writing 	

- Write an essay explaining how Jackie Robinson being signed to the Dodgers affected others and how it impacted the world.
 - OR**
 - Create a timeline of events of Jackie Robinson's life. Write an essay explaining how one of the events directly changed his life.
 - After reading *The Giver*, respond to the following prompt: If you were Jonas, what would your specific roles in the community (based on your abilities) be? Base your response on the text as well as your personal viewpoints of your own abilities.
- *New 2013-2014 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.

Technology Expectations – Course Duration

The following standards explain Common Core expectations for the use of technology in the research, production, and distribution of content.

- [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.7.7 Compare and contrast a text in 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).
- 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.7.6](#) 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.7.8](#) 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.

- [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.
- L.7.4c 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.

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.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- [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.

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.7.3](#) 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.7.5](#) 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.

W - Writing

- [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.7.10](#) 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.7.1b](#) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - [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.7.5](#) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L - 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.7.4b](#) 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.7.5b](#) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.