WGSD Curriculum – English Language Arts
7th Grade
Reading

High Priority Standards (MLS)
7.RL.1.A – Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.1.A – Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

7.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).

7.RL.1.D – Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

7.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

7.RI.1.A – Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

7.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

7.RI.1.D – Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

7.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal	Proficiency Scale

Students will be able to read with understanding.	4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
	
	3: Student demonstrates mastery with the learning goal as evidenced by:
	● determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
	● selecting the most important information to provide an objective summary of the text.
	● analyzing the development of a theme over the course of a text.
	
	2: Student demonstrates he/she is nearing by:
	● performing basic processes such as:
	   ● identifying important ideas and information and organizing them in a summary form.
	   ● identifying a theme or central idea.
	   ● citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text.

	● recognizing and recalling specific vocabulary, such as: technical meaning (denotative), inferred meaning (connotative), alliteration, allusion, repetition, stanza, tone, protagonist, antagonist, and conflict. 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- choose flexibly from a range of strategies to determine unknown vocabulary including:
  - o 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;
  - o use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);
  - o 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;
  - o 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
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- acquire meaning for content-specific words.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.
- understand extended meaning as a result of author's use of figures of speech.
- understand the difference in a word's connotation and denotation and how that impacts meaning.
- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.

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Text Elements and Structure

High Priority Standards (MLS)
7.RL.2.A – Analyze how a text's form or overall structure contributes to meaning.
7.RL.2.B – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7.RL.2.C – Analyze how specific word choices contribute to meaning and tone.
7.RL.2.D – Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
7.RL.3.A – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
7.RL.3.B – Compare and contrast a fictional portrayal of a time, place or character with realistic accounts of the same subject matter.
7.RL.3.C – Explain how characters and settings reflect historical and/or cultural contexts.
7.RI.2.A – Analyze how a text's organization or overall structure contributes to meaning.
7.RI.2.B – Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
7.RI.2.C – Analyze how word choice contributes to meaning and tone.
7.RI.2.D – Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.3.A – Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
7.RI.3.B – Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
7.RI.3.C – Explain how the text reflects historical and/or cultural contexts.

Learning Goal	Proficiency Scale
Students will be able to analyze what they read.	4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● analyzing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature. ● analyzing ways that an author uses text structure, language structure, word choice and style to convey the author's viewpoint. ● comparing and contrasting ideas and information from various sources and genres. ● tracing and evaluating the argument and specific claims in a text, assessing claims that are supported by reasons and evidence from claims that are not. ● describing how characters in literature deal with conflict, solve problems and relate to real-life situations. ● analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text (eg. through examples or anecdotes).

2: Student demonstrates he/she is nearing by:
 ● performing basic processes such as:
  ● describing story elements.
  ● noticing aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, nonfiction, and poetry.)
  ● using textual evidence.
  ● determining the author's viewpoint.
 ● recognizing and recalling specific vocabulary, such as: protagonist, antagonist, conflict, context, argument, assess, claim, evaluate, reasoning, relevant, sound, sufficient, allusion, tone, impact, technique, soliloquy.
 	
 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author's viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.
- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.

- understand extended meaning as a result of author's use of figures of speech.
- understand the difference in a word's connotation and denotation and how that impacts meaning.
- understand appropriate vocabulary to the genre.
- read one historical fiction and one historical nonfiction piece on the same topic.
- extract the facts about the event from each piece (use graphic organizer).
- compare the treatment of the historical event in each form of writing.
- analyze how the features of the writing (fiction: setting, characters, etc. – nonfiction: word choice, voice, etc.) affect the time period of the piece.
- compare the historical event portrayed in each form of writing.
- realize the importance of setting to a historical fiction story.
- understand that authors of informational texts use various structures and formats in their writing.
- understand how text features aid in comprehension of informational texts.
- be able to identify evidence that each author uses in their writing.
- contrast the use of information in each piece of writing.

Identify common logical errors such as:
- Faulty Logic
  o Contradiction – presenting conflicting information
  o Accident – failing to recognize that an argument is based on an exception to a rule
  o False cause – confusing a temporal (time) order of events with causality or oversimplifying the reasons behind some event or occurrence
  o Begging the question – making a claim and then arguing for the claim by using statements that are simply the equivalent of the original claim
  o Evading the issue – changing the topic to avoid addressing the issue
  o Arguing from ignorance – arguing that a claim is justified simply because its opposite has not been proved true
  o Composition/division – asserting something about a whole that is really only true of its parts is composition; on the flip side, division is asserting about all of the parts something that is generally, but not always, true of the whole
- Attacks
  o Poisoning the well – being so completely committed to a position that you explain away absolutely everything that is offered in opposition to your position; this type of attack represents a person's unwillingness to consider anything that may contradict his or her opinion
  o Arguing against the person – rejecting a claim using derogatory facts (real or alleged) about the person who is making them
  o Appealing to force – using threats to establish the validity of a claim
- Weak Reference
  o Sources that reflect biases – consistently accepting information that supports what we already believe to be true or consistently rejecting

information that goes against what we believe to be true

- o Sources that lack credibility – using a source that is not reputable for a given topic; determining credibility can be subjective, but there are some characteristics that most people agree damage credibility, such as when a source is known to be biased or has little knowledge of the topic (for example, a blog post by a nonexpert)
- o Appealing to authority – invoking authority as the last word on an issue
- o Appealing to the people – attempting to justify a claim based on its popularity
- o Appealing to emotion – using a "sob story" as proof of a claim
- Misinformation
  - o Confusing the facts – using information that seems to be factual but that has been changed in such a way that it is no longer accurate
  - o Misapplying a concept or generalization – misunderstanding or wrongly applying a concept or generalization to support a claim
- Author's Bias
1. Realizing that every author approaches a piece with built-in biases.
2. Piecing together the logical strands of the author's message to determine the bias.

(Source: Marzano, 2007, pp.78-79)

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Writing

High Priority Standards (MLS)
7.W.1.A - 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. 7.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. 7.W.2.A.a – Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. 7.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. 7.W.2.A.c – Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence. 7.W.3.A – Review, revise, and edit writing with consideration for the task, purpose, and audience. 7.W.3.A.a – Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning. 7.W.3.A.b – Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures. 7.W.3.A.c –Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 7.W.3.A.d – Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts. 7.W.3.A.e – Use technology including the Internet, to produce and publish, writing, link to and cite sources, and interact and collaborate with others.

Learning Goal	Proficiency Scale
Students will be able to write to communicate for a variety of purposes and audiences.	4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● composing narrative, informative, and argumentative compositions (not limited to these types of writing) for a specified audience. ● producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● applying a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● using precise words and phrases, relevant descriptive details, and sensory language to clarify meaning. ● using grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

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Writing

	2: Student demonstrates he/she is nearing proficiency by:
	● performing basic processes such as:
	   ● composing organized and coherent writing for specific purposes and audiences.
	   ● demonstrating focus, organization, and elaboration in relation to purpose and audience.
	   ● identifying correct capitalization, grammar, spelling, punctuation and capitalization.
	● recognizing and recalling specific vocabulary, such as: support, reasoning, logic, relevant, credible, cohesion, formal style, cause/effect, comparison, contrast, transitions, cohesion, domain-specific, context, sensory language, compound-complex sentences, trying a new approach.

	1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- identify types of faulty logic, attacks, weak references, and misinformation.
- use logical reasons and evidence to generate a claim.
- identify different structures in argument writing.
- provide in-text resource references, i.e. "According to…".
- identify and consider alternate/opposing claims.
- use transitions to create cohesion.
- maintain formal style.
- write conclusions.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning. establish a context and point of view.
- organize a logical event sequence (plot).
- develop dialogue and description to develop experiences, events and characters.
- use transitions to signal shifts between time and setting.

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Writing

- use precise and sensory language.
- write about real and imagined events.
- explain the function of phrases and clauses in general and their function in specific sentences.
- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- spell correctly.

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Research

High Priority Standards (MLS)
7.W.1.A – Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Learning Goal	Proficiency Scale

Students will be able to acquire, assess and communicate information.	4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
	
	3: Student demonstrates mastery with the learning goal as evidenced by:
	● conducting research to gather information about a topic.
	● distinguishing relevant information from multiple print and digital sources.
	● using key words/search terms correctly.
	● assessing the credibility and accuracy of each source.
	● documenting sources while gathering information.
	
	2: Student demonstrates he/she is nearing by:
	● performing basic processes such as:
	  ● developing a research question.
	  ● gathering information from print and digital sources.
	  ● paraphrasing data from sources.
	  ● applying basic formats for documenting sources.
	● recognizing and recalling specific vocabulary, such as: sources, key words/search terms, quote, citation.
	
	1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
Students will: ● access strategies to generate and determine topic. ● identify key words/search terms to refine search. ● determine credibility and usefulness of information.

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Research

- take notes or annotate text.
- understand the purpose of copyright law.
- use strategies to avoid plagiarism.
- determine and construct an appropriate product for purpose and audience.
- reference resources within text and provide MLA bibliography using online resources, e.g. *Easy Bib.*

WGSD Curriculum – English Language Arts
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Speaking and Listening

High Priority Standards (MLS)
7.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

7.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.1.B – Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and ideas that bring the discussion back on topic as needed.
7.SL.1.C – Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
7.SL.2.A – Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
7.SL.2.B – Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
7.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Learning Goal	Proficiency Scale

Students will be able to share their thoughts with others by speaking and listening.	4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
	
	 3: Student demonstrates mastery with the learning goal as evidenced by:
	 ● analyzing information presented in various formats (e.g., visual, oral, multimedia) and explaining how the ideas clarify a topic, text, or issue.
	 ● evaluating the logic of the speaker's/media's reasoning.
	 ● explaining claims and findings in an organized manner using relevant descriptions, facts and details.
	 ● expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience.
	 ● using and creating multimedia and visual displays to clarify information.
	
	 2: Student demonstrates he/she is nearing proficiency by:
	 ● performing basic processes such as:
	  ● summarizing ideas from oral presentations or reading.
	  ● reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
	 ● recognizing and recalling specific vocabulary, such as: logic, reasoning, diverse media, bias, adequate volume, digital media, clear pronunciation.

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Speaking and Listening

	1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- participate in discussion following defined roles as needed.
- understand proper etiquette for discussion (active listening, formulating appropriate responses, self-monitoring participation, using respectful language to disagree, etc.).
- annotate and/or code text as evidence of preparation in advance of discussion.
- conduct research as needed to prepare for discussion.
- use relevant, text-based evidence when formulating responses.
- understand the difference between types of questions (clarification, probing, etc.).
- paraphrase what is heard before asking a clarifying question, disagreeing, or building on that student's comment.
- take notes on a speech or audio-visual presentation.
- identify possible bias (i.e., social, political or commercial bias) within the presentation.
- evaluate the presentation based on sound logic.
- evaluate whether the argument is based on fact or emotional appeals.
- maintain eye contact, adequate volume and clear pronunciation while speaking and listening.
- use multimedia features in order to enhance the presentation – to deepen audience's understanding of content; multimedia features serve specific purposes.
- adapt presentations for a variety of audience (content & speech).
- identify important information for the presentation, appropriate to the intended audience.