

Grade 7 English Language Arts Course Curriculum

Course Description:

Seventh Grade English Languages Arts offers a wide variety of units that focus on examining society and how it influences who we are as individuals. The units of study for the school year include but are not limited to poetry and creative writing, dystopian literature, memoir and storytelling, and propaganda and persuasion with an emphasis on student selected texts. Throughout the year, students will use short stories, poems, novels, myths, and nonfiction texts to help them better understand their place within an ever-changing world. Students will complete individual expository writing assignments that will focus on structure and cohesion using the claim-evidence-reasoning structure. Students will learn strategies for annotating a text, and they will apply their reading skills when they are asked to analyze the thematic elements of a text and make claims using clear evidence. Furthermore, students will participate in a wide range of partner and group activities in addition to participating in small group and whole class discussions. Students will also engage in literature sets and the workshop model of writing instruction in order to help them become more effective writers. By the end of the year, students will be able to use examples from both fiction and nonfiction texts to explain the world around them and how it influences them and others.

Course Essential Questions:

- Whose voice guides one's choice?
- What does the media teach us about our world?
- What is the perception of the world that is provided vs. reality?
- How can you make a difference through persuasion?
- How does literature reflect our ever changing world?
- Can something intended to be good for society actually be bad?
- Is a utopia attainable? At what cost would it be worth attaining? Who defines what is a utopia and what it is not?
- What are the advantages and disadvantages of displaying conformity and/or independence within a society?
- What's most important to you?

Course Enduring Understandings:

- READING:
 - Comprehend and Interpret Texts (Approaching Texts as a Reader)
 - 7.RL.1.A & 7.RI.1.A: Evidence/Inference
 - 7.RL.1.B & 7.RI.1.B: Word Meanings

- 7.RL.1.C & 7.RI.1.C: Text Features
 - 7.RL.1.D: Summarize/Theme
 - 7.RI.1.D: Summarize/Claim
 - Analyze Craft and Structure (Approaching Texts as a Writer)
 - 7.RL.2.A & 7.RI.2.A: Structure
 - 7.RL.2.B & 7.RI.2.B: Point of View
 - 7.RL.2.C & 7.RI.2.C: Craft & Meaning
 - 7.RL.2.D: Interaction & Meaning
 - 7.RI.2.D: Argument/Evidence
 - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
 - 7.RL.3.A & 7.RI.3.A: Text in Forms
 - 7.RL.3.B & 7.RI.3.B: Relationships in Texts
 - 7.RL.3.C & 7.RI.3.C: Historical Context
 - 7.RL.3.D & 7.RI.3.D: Comprehension
- WRITING:
 - Approaching the Task as a Researcher
 - 7.W.1.A: Research
 - Approaching the Task as a Writer
 - 7.W.2.A: Development
 - Approaching the Task as a Reader
 - 7.W.3.A: Revise & Edit
- SPEAKING & LISTENING:
 - Collaborating
 - 7.SL.1.A: Conversations
 - 7.SL.1.B: Questioning
 - 7.SL.1.C: Viewpoints of Others
 - Presenting
 - 7.SL.2.A: Verbal Delivery
 - 7.SL.2.B: Nonverbal
 - 7.SL.2.C: Multimedia

- Expository Writing, Grade 7
- Research Writing
- Reading Informational & Literary Text
- Collaborating & Presenting

Unit 1	Poetry		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	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.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 techniques.	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.
	7.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	7.W.2.A.a: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	7.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
	7.RL.3.C: Explain how characters and settings reflect historical and/or cultural contexts.	7.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	

	7.RL.1.D: Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	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.	
	7.RL.3.A: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	7.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	
	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.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 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 as well as to interact and collaborate with others.	

Learning Goal(s)	The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	The student will follow a writing process to develop poetry.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will analyze how the techniques unique to each medium contribute to meaning.	The student will produce clear and coherent poetry with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will summarize a text.	The student will produce poetry appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will explain how characters reflect historical and/or cultural contexts in multiple texts.	The student will develop writing with poetry techniques appropriate to the task, purpose, and audience.	The student will position their body to face the audience when speaking.
	The student will explain how setting reflects historical and/or cultural contexts in multiple texts.	The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.	The student will make eye contact with listeners at various intervals when presenting.
	The student will read and comprehend literature independently and proficiently in multiple texts.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will use gestures to communicate a clear viewpoint when presenting.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and	

		audience.	
	The student will cite text evidence to support the development of the theme(s).	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	
	The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	
		The student will choose precise language for task, purpose, and audience.	
		The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	
		The student will use complete sentences.	
		The student will demonstrate a command of the conventions of standard English grammar.	
		The student will demonstrate a command of the conventions of standard English usage.	
		The student will demonstrate a command of spelling.	
		The student will demonstrate a command of punctuation.	

		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Poetry Analysis (cold read of the same poem between schools, CER paragraph) https://www.nytimes.com/2019/02/20/magazine/poem-hoodie.html What does this poem mean? (create rubric specifically for “Hoodie” poem - more	Original Poem (Rubric DRAFT linked below) https://docs.google.com/document/d/1PTRUrx1CGYwKLE2q72MCZ7BECli8iFmBbmVkeYtf_8Y/edit?usp=sharing	Poetry Coffee House Performance (original or published) (Rubric DRAFT linked below) https://docs.google.com/document/d/17EJqA0a7fFn_i6bo1-ih_imhKz8ZosPaDhBSID4ZuZQ/edit?usp=sharing 7.SL.2.A

	reading/analysis focus than CER writing)		
Curricular Resources	Literature Sets ● Brown Girl Dreaming, Woodson ● House Arrest, Holt ● Crossover, Alexander ● Booked, Alexander ● Game Changer, Greenwald ● Forget Me Not, Terry ● Lifeboat 12, Hood ● The Weight of Water, Crossan ● Loving VS Virginia, Powell and Strickland ● Unbound by Ann E Burg Spoken word videos Various classic and contemporary poems *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.		

Unit 2	Power of Story		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	7.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as	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 techniques.	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.

	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.W.2.A.a: Narrative: 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.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	7.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	7.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	7.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.
	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.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.	
	7.RL.2.A: Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	7.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	
	7.RL.2.B: Explain how an author develops the point of	7.W.3.A.c: Conventions of standard English and usage: Demonstrate a	

	view of the narrator or speaker in a text.	command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		7.W.3.A.d: Use 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 as well as to interact and collaborate with others.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop a narrative.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent narrative writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce narrative writing appropriate to the task, purpose, and audience.	The student will speak using conventions of language as appropriate to the task, purpose and audience.

	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with narrative techniques appropriate to the task, purpose, and audience.	The student will use appropriate volume at an understandable pace when presenting.
	The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, well-structured event sequences, and relevant descriptive details.	The student will position their body to face the audience when speaking.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make eye contact with listeners at various intervals when presenting.
	The student will interpret the visual elements of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will use effective gestures to communicate a clear viewpoint when presenting.
	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will include multimedia components appropriate to task, purpose, and audience to clarify claims, findings, and ideas within the presentation.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on task, audience, and purpose.

	The student will cite text evidence to support the development of the theme(s).	The student will choose precise language for task, purpose, and audience.	
	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will use complete sentences.	
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	
	The student will analyze how figurative language contributes to meaning in a text.	The student will demonstrate a command of spelling.	
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	

		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Literary Analysis	This I Believe Essay https://drive.google.com/file/d/1XnO82g5tUMXq35F-GPzp92xtvVoMaGo0/view?usp=sharing Micro Fiction Rubric	This I Believe Presentations

Curricular Resources	Literature Sets • Positive, Benjamin • March, Lewis • The Reason I Jump, Higashida • Popular, Wagenen • The Boy on the Wooden Box, Leyson (*parent notification required) • Boy, Dahl • The House on Mango Street, Cisneros • We Beat the Streets, Davis et al • Kareem, Jabbar • Knucklehead, Scieszka • Breakaway, Morgan • Rethinking Normal, Hill (*parent notification required) • Trevor Noah: Born a Crime (*Nipher ELA 8 overlap) • Taking Flight, DePrince • The Boy Who Harnessed the Wind, Ejiofor • Funny in Farsi, Dumas • The Other Wes Moore, Moore Independent Reading Various classic and contemporary short stories, including mythology *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 3	Dystopian Book Clubs		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	7.RL.1.D: Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	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 expository techniques.	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.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	7.W.2.A.b: Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	7.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	7.RL.3.B: Compare and contrast texts in different genres that address similar themes or topics.	7.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	7.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	7.RL.3.C: Explain how plot and conflict reflect historical and/or cultural contexts.	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.	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.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	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.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 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 as well as to interact and collaborate with others.	
		7.W.1.A.a: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	
		7.W.1.A.b: 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(s)	The student will determine the theme(s) of a text.	The student will follow a writing process to develop an expository essay.	The student will follow rules for discussion and decision making while collaborating.
	The student will cite text evidence to support the development of the theme(s).	The student will produce clear and coherent expository writing with development, organization, style, and voice.	The student will track progress toward specific goals and deadlines while collaborating.

	The student will summarize a text.	The student will produce expository writing appropriate to the task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	The student will develop writing with expository writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.
	The student will note how a performance impacts personal interpretation.	The student will develop expository writing by introducing and supporting a claim with clear reasons and relevant evidence appropriate to task, purpose, and audience.	The student will pose and respond to specific questions with elaboration and detail.
	The student will compare and contrast texts from different genres that address similar themes or topics.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will explain how the plot reflects historical and/or cultural contexts in multiple texts.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will review the key ideas expressed by the speaker including those presented in diverse media.
	The student will explain how conflict reflects historical and/or cultural contexts in multiple texts.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
		The student will organize the content of the writing by providing a conclusion	The student will speak clearly and audibly as appropriate to the task, purpose and audience.

		that follows from the text appropriate to task, purpose, and audience.	
		The student will choose precise language for task, purpose, and audience.	The student will speak to the point as appropriate to the task, purpose, and audience.
		The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will speak using conventions of language as appropriate to the task, purpose and audience.
		The student will use complete sentences.	The student will use appropriate volume at an understandable pace when presenting.
		The student will demonstrate a command of the conventions of standard English grammar.	The student will position their body to face the audience when speaking.
		The student will demonstrate a command of the conventions of standard English usage.	The student will make eye contact with listeners at various intervals when presenting.
		The student will demonstrate a command of spelling.	The student will use effective gestures to communicate a clear viewpoint when presenting.
		The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	

		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
		The student will conduct research to answer a question.	
		The student will gather relevant print and digital sources.	
		The student will integrate information using a standard citation system.	
		The student will use search terms effectively.	
		The student will gather relevant information from multiple print and digital sources.	
		The student will assess the credibility of multiple print and digital sources.	
		The student will assess the accuracy of multiple print and digital sources.	

		The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism. The student will follow a standard format for citation.	
Assessments/ Rubrics	Literary Analysis	Theme Analysis (Rubric DRAFT linked below) General CER Paragraph Rubric https://drive.google.com/file/d/1exAz6KckHpvmjxtBUHwSZSQZrsWAUGLV/view?usp=sharing	Socratic & Small Group Discussions (Rubric DRAFT linked below) https://docs.google.com/document/d/1GqSMbBA2qH-CJJbFNtuvdCrb2bFSKQwGbKNkoetTdvI/edit?usp=sharing
Curricular Resources	Literature Sets • The Testing, Charbonneau • The Compound, Bodeen • A Matter of Days, Kizer • Enclave, Aguirre • The Selection, Cass • Stung, Wiggins • Scythe, Shusterman (*Check with ELA 8 for overlap) (*Parent notification required) • Forgotten City, Ford • Edge of Extinction, Marin • Uglies, Westerfeld • Matched, Condie • The Last Book in the Universe, Phillbrick • Divergent, Roth		

	• Hunger Games, Collins • City of Ember, Duprau • Among the Hidden, Haddix • Maze Runner, Dashner • Life As We Knew It, Pfeffer • Sylo, MacHale • Renegades, Meyer • Variant, Wells • The Giver, Lowry *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 4	Media - Whose Voice Guides Your Choice?		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	7.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 argumentative techniques.	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.
	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.W.2.A.c: Argumentative: 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.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	7.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	7.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	7.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	7.RI.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	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.	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.
	7.RL.2.A: Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	7.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	7.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
	7.RL.2.B: Explain how an author develops the point of view of the narrator or speaker in a text.	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.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	7.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	

	7.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	7.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
		7.W.1.A: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	
		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.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop an argument.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce argumentative writing appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.

	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with argumentative writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.
	The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	The student will pose and respond to specific questions with elaboration and detail.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will interpret the visual elements of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will follow rules for discussion and decision making while collaborating.
	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on task, audience, and purpose.

	The student will cite text evidence to support the development of the theme(s).	The student will choose precise language for task, purpose, and audience.	The student will track progress toward specific goals and deadlines while collaborating.
	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will use complete sentences.	The student will position their body to face the audience when speaking.
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	The student will make eye contact with listeners at various intervals when presenting.
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	The student will use gestures to communicate a clear viewpoint when presenting.
	The student will analyze how figurative language contributes to meaning in a text.	The student will demonstrate a command of spelling.	The student will plan and deliver appropriate presentations based on the task, audience, and purpose.
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will demonstrate a command of punctuation.	The student will include multimedia components in presentations to clarify claims and findings and emphasize significant points appropriate for the task, audience, and purpose.
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	

		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
		The student will develop argumentative writing by acknowledging counterclaims.	
		The student will develop argumentative writing by establishing relationships between claims and supporting evidence.	
		The student will conduct research to answer a question.	
		The student will gather relevant print and digital sources.	
		The student will integrate information using a standard citation system.	
		The student will use search terms effectively.	

		The student will gather relevant information from multiple print and digital sources.	
		The student will assess the credibility of multiple print and digital sources.	
		The student will assess the accuracy of multiple print and digital sources. The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	
		The student will follow a standard format for citation.	
Assessments/ Rubrics	Advertisement, Commercial, & Article Analysis	Persuasive Writing	Commercial Presentation (Rubric DRAFT linked below) https://drive.google.com/file/d/1doaysJmqXjK5QsHN-NYa2Q7_qf_t-lkK/view?usp=sharing
Curricular Resources	Current Events https://www.scholastic.com/teachers/blog-posts/john-depasquale/2017/Tackling-Fake-News--Strategies-for-Teaching-Media-Literacy/ Whole Class Text(s) Hoax or No Hoax? Strategies for Online Comprehension and Evaluation; ReadWriteThink Fake News and What We Can Do about It; The Anti-Defamation League Fake News vs. Real News: Determining the Reliability of Sources; The New York Times Learning Network Breaking News Consumer's Handbook: Fake News Edition; On the Media		

- [The News Literacy Project](#)

Commercials, Social Media Influencers, Examining Media Bias Chart

*Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.