



## English Language Arts 7<sup>th</sup> Grade

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

# Curriculum Overview

MAP data indicates a need for strengthening our current curriculum as the district has been trending at 42% scoring proficient and advanced in 2014, 42% scoring proficient and advanced in 2013 and 41.7% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory scores are further confirmation that after completing the current 7<sup>th</sup> grade English Language Arts curriculum 39% of students are reading on grade level.

After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes literature circles and reading strategies, the writing process, and writing that is defined by the Standards-Based Scoring Guides for Each Genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

The Hazelwood Required Instructional Components for 6<sup>th</sup> – 8<sup>th</sup> grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the two Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 7

GRADE LEVEL: 7<sup>th</sup>

**Course Description:**

The English Language Arts course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade-level. English Language Arts 6 is a required course for seventh grade students.

**Course Rationale:**

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21<sup>st</sup> Century.

**Course Scope and Sequence**

<b>Unit 1: Friendship</b>	<b>Unit 2: Courage</b>	<b>Unit 3: Perception</b>
55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length

## Unit Objectives

### 7<sup>th</sup> Unit 1: Friendship

1. The learner can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. The learner can determine a theme or central idea of a text and analyze its development over the course of the text: provide an objective summary.
3. The learner can analyze how particular elements of a story or drama interact (eg. How setting shapes the character or plot).
4. The learner can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
5. The learner can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
6. The learner can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7. The learners can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8. Learners will 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.
9. The learner can 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.
10. The learner can follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
11. The learner can 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.
12. The learner can acknowledge new information expressed by others and, when warranted, modify their own views.
13. The learner can determine two or more central ideas in a text and analyze their development over the course of the text and provide an objective summary of the text.
14. The learner can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
15. The learner can engage and orient the reader by establishing a context and point of view, introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically.
16. The learner can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
17. The learner can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
18. The learner can provide a conclusion that follows from and reflects on the narrated experiences or events.

19. The learner can, 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.

20. The learner can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

21. The learner can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

22. The learner can explain the function of phrases and clauses in general and their function in specific sentences.

23. The learner can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

24. The learner can 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.

25. The learner can use context as a clue to the meaning of a word or phrase.

26. The learner can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (e.g., belligerent, bellicose, rebel).

27. The learner can 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).

### 7<sup>th</sup> Unit 2: Courage

1. The learner can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

2. The learner can present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and use appropriate eye contact, adequate volume, and clear pronunciation.

3. The learner can analyze interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

4. The learner can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

5. The learner will analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. The learner can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7. The learner can 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.
8. The learner can 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).
9. The learner can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
10. The learner can introduce a topic clearly, previewing what is to follow and 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.
11. The learner can develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
12. The learner can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or trying a new approach, focusing on how well purpose and audience have been addressed.
13. The learner can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
14. The learner can use precise language and domain-specific vocabulary to inform about or explain the topic.
15. The learner can establish and maintain a formal style.
16. The learner can provide a concluding statement or section that follows from and supports the information or explanation presented.
17. The learner can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

### Unit 3: Perception

1. The learner will cite several pieces of textual evidence to support analysis of what the literature, drama, or poem says explicitly as well as inferences drawn from the text.
2. The learner will 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 use or alter history to write novels.
3. The learner will cite several pieces of textual evidence to support analysis of what informational text says explicitly as well as inferences drawn from the text.
4. The learner will determine the meaning of words and phrases as they are used in informational text, including figurative language, connotative and technical meanings and analyze the impact of a specific word choice on meaning and tone.



5. The learner will determine the author's point of view or purpose in nonfiction text and analyze how the author distinguishes his or her position from that of others.
6. The learner will compare and contrast nonfiction text to 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 affect the impact of the words).
7. The learner can trace and evaluate the argument and specific claims in informational text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence is relevant and sufficient to support the claims.
8. The learner can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
9. The learner can introduce claims, acknowledge alternate or opposing claims, and organize the evidence logically.
10. The learner can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
11. The learner will write arguments to support claims with clear reasons and relevant evidence.
12. The learner will use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
13. The learner can 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.
14. The learner will conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
15. The learner can 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.
16. The learner can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
17. The learner can present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and use appropriate eye contact, adequate volume, and clear pronunciation.
18. The learner can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
19. The learner can command place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

## Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	6 <sup>th</sup> – 8 <sup>th</sup> Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each trimester. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

### Unit 1

Visualize, predicting, clarifying, inference, evaluate, summarize, annotate, textual evidence, context clues and compare/contrast, Literature Elements: Plot, exposition, conflict, rising action, climax, falling action, resolution, inference, point of view, protagonist, antagonist, setting, theme, and mood, Reading Strategies: Visualize, predicting, clarifying, inference, evaluate, summarize, annotate, textual evidence, context clues, and compare/contrast, Main Character, Minor character, plot, rising action, climax, falling action, resolution, dialogue and plot arc, Plot, characters, setting, conflict, dramatic irony, first person, third person limited, and third person omniscient, Visualize, predicting, clarifying, inference, evaluate, summarize, annotate, textual evidence, context clues, compare/contrast, cite, supporting details, textual evidence, and central idea, Organizational structures (chronological, cause and effect, compare and contrast, problem and solution, sequence/process, argumentative, and main idea/supporting details, text features, fact vs. opinion, and author's purpose, Annotations, main idea, supporting detail, claim, evidence, sound, irrelevant, bias, and argument, Pre-writing, graphic organizer, draft, revise, edit, ideas, organization, word choice, voice, sentence fluency, conventions, publish, audience, purpose, roles, audience, and format, Role, audience, format, topic, prewriting, drafting, revision, editing and publishing, Role, audience, format, topic, prewriting, drafting, revision, editing and publishing, Socratic, inference, annotations and themes

### Unit 2

Citing evidence and inferring, Theme vs. Subject Area, characters, setting, and plot, exposition, rising action, climax, falling acting, and resolution, Claim, evidence, comparisons, and analogies, Denotative meanings, connotative meanings, figurative language (ie: simile, metaphor, personification, hyperbole, idiom) and tone, Analogies, allusions, and tone, Conclusion, thesis, introduction, body, support, evidence, writing process, pre-writing, revising, editing, publishing, drafting, reliable, credible, claim, counterclaim, and evidence, Conclusion, thesis, introduction, body, support, evidence and writing process, Conclusion, thesis, introduction, body, support, evidence, writing process, pre-writing, revising, drafting, and editing, Editing, ellipsis, dash, commas, source, paraphrase, quote and cite

**Unit 3**

Inference, details, strongest support and summary, Structural elements, compare and contrast, text structures, meaning and style, Director, characters, protagonist, antagonist, conflict, exposition, rising action, climax, falling action, conclusion, setting, resolution, compare, contrast, textual evidence and theme, Central idea, details, paraphrase and summary, Evaluate, compare, contrast, mediums, multimedia, format, topic, writing process (pre-writing, drafting, revising, editing, publishing), Informative/explanatory text, pre-write, draft, researching skills: internet searches, key words, reliable sources, paraphrasing vs. direct quotes, Pre-write, draft, informational writing, organization transition words, and conclusion, revising, editing, publishing), plagiarism, and search terms, Presentation, poster, power point, Prezi, delineate and argument

## Approved Course Materials and Resources:

### Reading Instructional Resources:

#### Whole Class Novel Sets (3 Per trimester)

7 <sup>th</sup> Grade		
<p><u>Trimester 1</u></p> <ul style="list-style-type: none"> <li>• <i>The Wednesday Wars</i> by Gary Schmidt</li> <li>• <i>Jazmin’s Notebook</i> by Nikki Grimes</li> </ul>	<p><u>Trimester 2</u></p> <ul style="list-style-type: none"> <li>• <i>Death Be Not Proud</i> by John Gunther</li> <li>• <i>Profile #6 Peace Warriors</i> by Andrea Davis</li> <li>• <i>Courage Has No Color</i> by Tanya Lee Stone</li> </ul>	<p><u>Trimester 3</u></p> <ul style="list-style-type: none"> <li>• <i>Watsons go to Birmingham</i> by Walter Dean Myers –check book author and add year</li> <li>• <i>Brown Girl Dreaming</i> by Jacqueline Woodson</li> <li>• <i>The Boy in Striped Pajamas</i> by John Boyne</li> </ul>

#### Literature Circle Novel Sets (Sets of 10 each per teacher)

7 <sup>th</sup> Grade		
<p><u>Trimester 1</u></p> <ul style="list-style-type: none"> <li>• <i>Harris and Me</i> by Gary Paulsen</li> <li>• <i>Meet the Austins</i> by Madeline L’Engle</li> <li>• <i>The Wizard of Oz</i> by Frank L. Baum</li> <li>• <i>Emma</i> by Jane Austen</li> </ul>	<p><u>Trimester 2</u></p> <ul style="list-style-type: none"> <li>• <i>Amos Fortune, Free Man</i> by Elizabeth Yates</li> <li>• <i>The Hobbit</i> by J.R.R. Tolkien</li> <li>• <i>The Greatest- Muhammed Ali</i> by Walter Dean Myers</li> <li>• <i>My Antonia</i> by Willa Cather</li> <li>• <i>The Golden Fleece</i> by Padraic Colum</li> <li>• <i>The Story of Owen</i> by E.K. Johnston</li> </ul>	<p><u>Trimester 3</u></p> <ul style="list-style-type: none"> <li>• <i>Malcolm X: By Any Means Necessary</i> by Walter Dean Myers</li> <li>• <i>The Pearl</i> by John Steinbeck</li> <li>• <i>Pride and Prejudice</i> by Jane Austen</li> <li>• <i>Girls Speak Out</i> by Andrea Johnston</li> <li>• <i>Shoeless Joe</i> by W.P. Kinsella</li> <li>• <i>Jackie’s Nine</i> by Sharon Robinson</li> <li>• <i>QB 1</i> by Mike Lupica</li> <li>• <i>Steve Jobs: The Man Who Thought Different</i> by Karen Blumenthal</li> </ul>

## Hazelwood School District 6<sup>th</sup> Grade Tiered Vocabulary List

Resource Note: The Language of Literature anthology, from the previous curriculum, can be used for short supplemental reading passages to compliment students' current classroom reading for the purposes of modeling or re-teaching. Novels should be checked out to students so that students can read independently.

### Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

### Additional Resources:

- Online Text
  - News ELA
  - Readworks
- Online Dictionary and Thesaurus Resources
  - <http://www.merriam-webster.com/dictionary>
  - <http://www.thefreedictionary.com>
- Citation Websites
  - <http://content.easybib.com/citation-guides>
  - <https://owl.english.purdue.edu/owl/section/2/>
- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

## Recommended 7<sup>th</sup> Grade Pacing Guide

### Trimester 1

Week #	Suggested Text	Chapters	Pages
1	<i>Jazzmin's Notebook</i> by Nikki Grimes /980 L	Ch: April 7-July 17	3-33
2		Ch: Sept.7-Nov. 11	34-78
3		Ch: Nov 21-Jan. 29	79-102
4	<i>The Wednesday Wars</i> by Gary D. Schmidt /990 L	Ch: Sept.-Nov.	1-72
5		Ch: 73-129	73-129
6		Ch: 130-207	130-207
7		Ch: 208-264	208-264
8	The Boy in the Striped Pajamas by John Boyne / 1080 L	Ch 1-5	1-54
9		Ch. 6-9	55-103
10		Ch. 10-14	104-160
11		Ch. 15-20	161-216

**Literature Circle Texts:** *Harris and Me*-1060, *Meet the Austins*-1000, and *Emma* - 990

### Trimester 2

Week #	Suggested Text	Chapters	Pages
1	<i>Death be Not Proud</i> by John Gunther/1060 L	Foreward-chapter 1	3-46
2		Ch. 2-3	47-92
3		Ch 2-5	93-137
4		Aftermath	138-197
5	<i>Profiles: One Movement/6 Bios</i> by Andrea Davis Pinkney: 1060 L	Ch. 1-2	6-51
6		Ch. 3-4	52-89
7		Ch 5-6	90-131
8	<i>Courage Has No Color</i> by Tanya Lee Stone / 1090 L	Ch. 1-3	1-30
9		4-6	31-65
10		Ch 7-8	67-93
11		Ch. 9	95-119

**Literature Circle Texts:** *The Hobbit*-1000, *The Greatest Muhammed Ali*-1030, *My Antonia*-990, *The Golden Fleece*-1070, *The Story of Owen*-1020

Trimester 3

Week #	Suggested Text	Chapters	Pages
1	<i>Brown Girl Dreaming</i> by Jacqueline Woodson /990 L	Part 1- part of Part 2	1-65
2		Part 2	66-130
3		End of Part 2- most of Part 3	131-195
4		End of Part 3- some of Part 4	196-258
5		Rest of Part 4-Part 5	259-325
6	<i>Shoeless Joe</i> by W.P. Kinsella/ 1020	Parts 1& 2	1-66
7		Parts 2 & 3	67-140
8		Parts 3 & 4	140-202
9		Parts 4 & 5	202-265
10	<i>Amos Fortune: Free Man</i> by Elizabeth Yates/ 1090	Ch: 1-4	3-80
11		Ch: 5-7	81-129
12		Ch: 8-10	130-181

**Literature Circle Texts:** *Malcolm X: By Any Means Necessary*-1050, *The Pearl*-1010, *Pride and Prejudice*-1060, *Girls Speak Out*-1040, *Jackie's Nine*-1040, *QB1*-990, *Steve Jobs: The Man Who Thought Different*-1110