

LaGrange School District 105 7th Grade English Language Art Curriculum	
Statement of English Language Arts Philosophy Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child’s appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child’s developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.	
Instructional Practices in English Language Arts Education	
<u>Grades K - 8</u> <i>English Language Arts Classroom Practices:</i> <ul style="list-style-type: none">• Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.• ELA Classroom Structures• Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.• Develop a common language for literacy instruction across all grade levels.• Apply literacy skills in increasingly authentic, complex, and varied purposes.• Embrace innovative technologies that enhance the learning experience.• Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.• Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.• Encourage high-level thinking through questioning (i.e., Webb’s “Depth of Knowledge”).• Reading• Provide access to authentic, quality texts at differentiated levels.• Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.• Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.• Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.• Writing• Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.• Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.• Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.• Encourage use of evidence from literary and informational texts to support students’ interpretations and opinions.• Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.	<u>Specific Student Groups K-8</u> <i>Practices for continual student improvement in the English Language Arts classroom:</i> <ul style="list-style-type: none">• Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.• Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.• Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Informational Text (RI) and Literature (RL)

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

Craft and Structure

RL.7.4 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.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

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).

RL.7.8 (RL.7.8 not applicable to literature) **RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

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.

Range of Reading and Level of Text Complexity

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.

Language Standards

Conventions of Standard English

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a) Explain the function of phrases and clauses in general and their function in specific sentences.
 - b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - b) Spell correctly.

Knowledge of Language

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

- L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- a) 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.
 - b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
 - c) 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.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards
<p><i>Comprehension and Collaboration</i></p> <p>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.</p> <ul style="list-style-type: none">a) 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.b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.c) 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.d) Acknowledge new information expressed by others and, when warranted, modify their own views. <p>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.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>

ELA Unit 1: Identity Timing: August – November
<p>Essential Questions:</p> <ul style="list-style-type: none">• How can I use the theme to determine what the work says about the subject of the text?• How do the story elements interact with one another in the text?
<p>Essential Vocabulary/Concepts:</p> <ul style="list-style-type: none">• Thesis Statement• Main Idea• Plots• Conflict• Climax• Fact/Opinion• Credible Resource• Relevant Evidence

Unit 1 ELA Common Core Standards FOCUS
<p><u>Reading Informational Text and Literature</u></p> <p><i>Key Ideas and Details</i></p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

ELA Unit 2: Justice and Responsibility Timing: November – January
<p>Essential Questions:</p> <ul style="list-style-type: none">• How can I provide proof of what I have learned from different kinds of text?• How can I summarize a collection of main ideas of the text based on details provided by the author?
<p>Essential Vocabulary/Concepts:</p> <ul style="list-style-type: none">• Point of View• Dialogue• Line Breaks• Theme• Positive, Negative or Neutral• Visuals and Statistics• Main Idea• Context Clues Author’s Purpose• Claims• Write Cohesively• Transitions
Unit 2 ELA Common Core Standards FOCUS
<p><u>Reading Informational Text and Literature</u></p> <p><i>Key Ideas and Details</i></p> <p>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.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>

ELA Unit 3: Conflict and Change Timing: February - April	
Essential Questions: <ul style="list-style-type: none">• How can I use the theme to determine what the work says about the subject of the text?• How do the story elements interact with one another in the text?• How do tone and mood impact the text?	
Essential Vocabulary/Concepts: <ul style="list-style-type: none">• Point of View• Dialogue• Line Breaks• Theme• Positive, Negative or Neutral• Visuals and Statistics	
Unit 3 ELA Common Core Standards FOCUS	
<u>READING INFORMATIONAL TEXTS</u> <i>Key Ideas and Details</i> RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <i>Craft and Structure</i> RL.7.4 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.	

ELA Unit 4: Informational Text Timing: April - May	
Essential Questions: <ul style="list-style-type: none">• How do the story elements interact with one another in the text?• How can contrasting point of view between characters influence how the story is told?• How can the interactions between individuals and events influence the outcome of the text?• How is the author’s point of view the same as or different from others?	

Essential Vocabulary/Concepts:

- Thesis Statement
- Interactions
- Elements
- Word Choice
- Narrator’s Tone
- Point of View
- Purpose/Position
- Bias
- Textual Evidence
- Ethos, Pathos and Logos equally
- Audience

Unit 4 ELA
Common Core Standards FOCUS

READING INFORMATION TEXTS:

Key Ideas and Details

RI& RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RI & RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.