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| **First Quarter** | **TN Standards** | **Learning Outcomes** | **Resources** |
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| **Literature** | **Literature**  **7.RL.KID.3**  Analyze how specific elements of a story or drama interact with and affect each other.  **7.RL.CS.5**  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  **7.RL.IKI.7**  Compare and contrast a written story, drama, or poem to its audio, filmed, stage, or multi-media version, analyzing the effects of techniques unique to each medium.  **7.RL.KID.1**  Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions. | **Literature**  **Learning Outcomes (I can…)**  Provide an analysis of how particular elements of a story or drama interact.  Provide an analysis of how a drama’s or poem’s form or structure contributes to meaning.  Provide citations of several pieces of textual evidence to support analysis of what the text says explicitly.  Provide citations of several pieces of textual evidence to support analysis of inferences drawn from the text.  Demonstrate the ability to 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.  Provide a statement demonstrating accurate meaning and use of grade‐appropriate general academic words and phrases. | **Literature**  *Lord of the Flies*, William Golding (770 L)\*  *Rikki Tikki Tavi (Excerpt)*, Rudyard Kipling (990 L)  *Journey to Topaz,* Yoshiko Uchida (970 L)  *The Watsons Go to Birmingham, 1963*, Christopher Paul Curtis (1000 L)  *Roll of Thunder, Hear my Cry*, Mildred Taylor (920 L)  *My Brother Sam is Dead,* James Lincoln Collier (770 L) \*  *Uprising*, Margaret Peterson Haddix (790 L)\*  *Fever 1793*, Laurie Halse Anderson (580 L)\*  **Other:**  "I Have a Dream" Speech, Martin Luther King, Jr. (1160 L) |

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| **Language- Vocabulary** | **Language - Vocabulary**  **7.L.VAU.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.  **7.L.VAU.6**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **7.L.CSE.1**  Demonstrate command of the conventions of standard English grammar and usage.  **7.L.CSE.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | **Language - Vocabulary**  **Learning Outcomes (I can…)**   1. Use context as a clue to the meaning of a word or a phrase. 2. Use common grade-appropriate morphological elements as clues to the meaning of a word or phrase. 3. Consult reference materials, both print and digital, to find the pronunciation of a word or a phrase. 4. Use etymological patterns in spelling as clues to the meaning of a word or phrase. 5. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. 6. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers. 7. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so. 8. Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, **introductory words**, appositives, interrupters) within context. 9. Recognize usage errors occurring within context. 10. Select the most appropriate method to correct a run-on sentence within context. | **Vocabulary**  Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   **The Bear Boy or Rikki-tikki-tavi**  **Skill Focus**: Latin suffixes – ance **or** –tion   * Making Connections: Vocabulary pg. 218,   **or** 226   * Vocabulary Development pg. 218, 220,   224 **or** 226, 228, 232, 234, 236, 238, 242   * After You Read: Vocabulary pg. 225 **or**   245  **Reading for Information: Keeping It Quiet and On the Boardwalk**  Use common, grade-appropriate Greek or Latin affixes and roots  **Other Resources**  Vocabulary Central [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com/) Word Benches pg. 57-61 (Greek and Latin affixes)  [http://www.tennessee.gov/education/standards/](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf)  [english/ENG\_3081.pdf](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf) |
| **Writing** | **Writing**  **7.W.TTP.1**  Write arguments to support claims with clear reasons and relevant evidence.  **7.W.PDW.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **7.W.PDW.5**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **7.W.PDW.6**  Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting. | **Writing**  **Learning Outcomes (I can…)**   1. Introduce claim(s) 2. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). 3. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. 4. Use credible sources and demonstrate an understanding of the topic or source material. 5. Craft an effective and relevant conclusion that supports the argument presented. | **Writing**  **Argumentative Writing Resources**  (How to write an argumentative essay) [http://www.bellevuecollege.edu/asc/writing/essays-](http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/argumentativeessay.pdf)  [guides/documents/argumentativeessay.pdf](http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/argumentativeessay.pdf)  (How to write an argumentative essay) <http://www.roanestate.edu/owl/argument.html>  (How to write an argumentative essay) [http://depts.washington.edu/owrc/Handouts/Argumen](http://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf)  [tative%20Paper%20Format.pdf](http://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf)  (argumentative essay frame) <http://www.baltimorecityschools.org/Page/16215>  (TN Argumentative Writing Rubric) [http://tncore.org/sites/www/Uploads/TNCORE/R](http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr6-8.pdf)  [ubrics/OpArgRubric-Gr6-8.pdf](http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr6-8.pdf)  ***Prentice Hall Literature-* Pearson Publishing**  **Analysis (argument)**  Writing Workshop: Argument: Response to Literature pg. 302   * In a response to literature, the writer develops an argument that addresses one or more aspects of a literary work. You might use elements of a literary response in a letter to an author, or in a book or movie review. * Assignment: Using The Bear Boy or Rikki- tikki-tavi, analyze what it means to you.   Using evidence from the story The Bear Boy, argue why sometimes animals are better parents than people. **OR**  In Rikki-tikki-tavi, human life seemed valued above all other life? Is human life more valuable than animal life? |

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| **Writing** | **7.W.RBPK.7**  Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions for further research and investigation.  **7.W.RBPK.8**  Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.  **7.W. RBPK.9**  Support interpretations, analysis, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.  **7.W.RW.10**  Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |  | **Analysis (Focus on Argument)**  In Third Wish or Amigo Brothers, argue how the story elements (plot- characters, setting, and conflict) reveal the theme of the story. State your position and cite evidence from the text to support your ideas.  Writing: Argument – Write a letter to the editor of a local newspaper as a response to either Zoo or Ribbons. pg. 360  **A Christmas Carol**  *(A Christmas Carol Act I pg. 771)-* Write a **letter** to Scrooge, telling him what he is missing in life by being cranky and negative with the people around him. Start your letter with a salutation, or greeting. Then, support the main points of your argument with clear reasons and evidence.  Conclude with a closing and your signature.  *(A Christmas Carol Act II pg. 809) –* Respond to the play by writing a **tribute**, or expression of admiration, to the changed Scrooge. Your tribute may share brief stories from the drama that show how Scrooge has transformed his life. It may also reflect on the events or experiences that caused Scrooge worthy of a tribute, and include evidence from the play to support your analysis. **Conclude by giving your opinion** of the play and providing your own insights about whether there is a lesson that everyone can learn from Scrooge’s story. |

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| **First Quarter** | **TN Standards** | **Learning Outcomes (I can…)** | **Content** |
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| **Reading: Informational Text** | **Informational Text**  **7.RI.KID.1**  Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.  **7.RL.KID.2**  Determine the central idea of a text and analyze its development over the course of the text; provide an objective summary.    **7.RI.IKI.8**  Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.  **7.RI.IKI.9**  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanations of events. | **Informational Text**  **Learning Outcomes (I can…)**  Provide citation of several pieces of textual  evidence to support analysis of what the text says explicitly.  Provide citation of several pieces of textual evidence to support analysis of inferences drawn from the text.  Provide the central idea of a text.  Provide an analysis of the development of the central idea over the course of the text.  Provide an objective summary of the text. | **Informational Text Resources**  [Excerpts from, The Writer’s Journey, Christopher Vogler](http://bornagaintechnologies.org/ohs/moodledata/8/Summary_of_Hero_s_Journey.pdf)  Homeless Bird Informational Texts:   * [*India's Pink Vigilante Women,* BBC News](http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/south_asia/7068875.stm) (L 890) * [*Girl Power Surges in India,* EurekAlert!](http://www.eurekalert.org/pub_releases/2012-01/nu-gps011112.php) (L 1850)   Journey--General Informational Texts:   * [*Some Like It Very Hot* (Article about exploring life in extreme environments), MoreIntelligentLife.com](http://moreintelligentlife.com/content/ideas/some-it-very-hot?page=full)   (L 1440)  *Rainforest Indians,* SIRS Discoverer (L 1150 )    [*Rocket Plunge to Deep End of the Planet,* James Cameron](http://www.nytimes.com/2012/03/20/science/earth/james-camerons-rocket-plunge-to-the-planets-deepest-recess.html) (L 1110)  [*Hero's Journey Interactive Graphic*](http://www.readwritethink.org/classroom-resources/student-interactives/hero-journey-30069.html)  [*Article of the Week*](http://www.kellygallagher.org/article-of-the-week)*,* KellyGallagher.org*\**  *Current Events Magazine,* Scholastic Scope*\**  [www.Newsela.com](http://www.Newsela.com)  [www.timeforkids.com](http://www.timeforkids.com)  [www.cnn.com/studentnews](http://www.cnn.com/studentnews)  **Other Resources:**  [http://www.tennessee.gov/education/standards/](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf) [english/ENG\_3081.pdf](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf)  <http://tn.gov/education/standards/english/std_eng_ela_intro.pdf>  [www.newsela.com](http://www.newsela.com)  [www.timeforkids.com](http://www.timeforkids.com)  [www.cnn.com/studentnews](http://www.cnn.com/studentnews)  [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Great for weekly assignments with rubrics, etc. |

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| **Speaking and Listening** | **Speaking and Listening**  **7.SL.CC.1**  Prepare for collaborative discussions on 7th grade level topics and texts.  **7.SL.CC.2**  Analyze the main ideas and supporting details presented in diverse media formats.  **7.SL.PKI.4**  Present claims and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.  **7.SL.PKI.6**  Adapt speech to a variety of contexts and tasks demonstrating command of formal | **Speaking and Listening**    **Learning Outcomes (I can…)**   1. Engage effectively with varied partners, building on other’s ideas and expressing their own ideas clearly. 2. Explain how the main idea and supporting details clarifies topic, text, or issue under study. 3. Use appropriate eye contact, adequate volume, and clear pronunciation when presenting claims. | **Speaking and Listening** |