7th grade ELA Syllabus

Macon County

**1st  9 Weeks**

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| Standard | Learning Target |  | Resource | T | M | |
| W.7.1.a | Define the following: claim, counterclaim, relevant, evidence, credible, accurate, formal style, transition words. **K** | 1 |  |  |  | |
|  | State the claim of your argument. **K** |  |  |  |  | |
|  | Acknowledge that there is a counterclaim (an alternate or opposing position or view). **R** |  |  |  |  | |
|  | Organize your reasons for your claim using evidence that makes sense and supports your claim. **S** |  |  |  |  | |
| W.7.1.b | Write an argument that supports your claim insuring that sources are accurate and credible. **P** | 1 |  |  |  | |
|  | Support your claim in a way that makes sense using relevant evidence from the text. **S** |  |  |  |  | |
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| W.7.1.c | Define the following: cohesion, clarify. **K** | 1 |  |  |  | |
|  | Use transition words and phrases that illustrate how the reasons and evidence support the claim. **S** |  |  |  |  | |
| W.7.1.d | Maintain a formal style while writing. **R** | 1 |  |  |  | |
| W.7.1.e | Plan and write a concluding statement that supports the argument. **P** | 1 |  |  |  | |
| W.7.4 | Define the following: coherent, style, task, audience, purpose, prompt. **K** | 1 |  |  |  | |
|  | Produce clear and coherent writing that addresses the prompt, reason for writing, and the audience. **P** |  |  |  |  | |
| W.7.5 | Define the following: peers, revise, edit, focus, purpose, audience. **K** |  |  |  |  | |
|  | Critique my writing by using advice from peers and adults. **R** |  |  |  |  | |
|  | Develop stronger writing by planning, revising, and editing or rewriting. **P** |  |  |  |  | |
| W.7.6 | Define the following: collaborate, publish, produce, cite. **K** |  |  |  |  | |
|  | Use technology to produce and publish writing and cite sources used. **S** |  |  |  |  | |
| W.7.10 | Write for a wide range (many) disciplines (subjects), specific tasks, purposes, and audiences. **P** | 1 |  |  |  | |
|  | Write for short time periods. **P** |  |  |  |  | |
|  | Write for longer time periods. **P** |  |  |  |  | |
| L.7.3.a | Recognize and correct sentences that are too wordy or redundant. **K, R** |  |  |  |  |
| L.7.4 | Define the following: context, affix, root word, reference materials (dictionary, glossary, thesaurus), clarify, precise, verify, preliminary, inferred meaning, figurative language, nuance, allusions (literary, biblical, mythological). **K** |  |  |  |  |
| L. 7.4.a | Use context to determine the meaning of a word or phrase. **S** | 1 |  |  |  |
| L. 7.4.b | Use affixes and roots to determine the meaning of words. **S** | 1 |  |  |  |
| L.7.5. a | Define the following: synonym/antonym, analogy, literary allusion, biblical allusion, mythological allusion. **K** | 1 |  |  |  |
| L.7.5.b | Use the relationship between particular words to better understand them (synonym/antonym, analogy). **S** | 1 |  |  |  |
| L.7.5.c | Define the following: connotation, denotation. **K** | 1 |  |  |  |
| L. 7.5.c | Distinguish between connotations and denotations (associations and definitions of words). **R** | 1 |  |  |  |
| L.7.6 | Define the following: acquire, domain-specific, comprehension. **K** | 1 |  |  |  |
| L.7.6 | Use accurate words and phrases within a variety of situations. **S** | 1 |  |  |  |
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| SL.7.1.a | Participate in group work and contribute effectively within the group. **P** | 1 |  |  |  | |
|  | Add to ideas acquired from others. **S** |  |  |  |  | |
|  | Clearly express my ideas. **R** |  |  |  |  | |
|  | Plan presentations with references to materials used in class. **P** |  |  |  |  | |
| SL.7.1.b | Assign group roles. **S** |  |  |  |  | |
|  | Follow rules for discussions (be respectful, stay on topic, etc.)  **K** |  |  |  |  | |
|  | Stay on topic and help my group stay on topic. **R** |  |  |  |  | |
| SL.7.1.c | Ask questions that lead to discussions within the group while staying on topic. **R** |  |  |  |  | |
|  | Respond respectfully to others in my group when they ask questions or make comments. **R** |  |  |  |  | |
| SL.7.1.d | Listen to new information from others in my group. **K** |  |  |  |  | |
|  | Change my view or opinion as needed with new information gained from group discussion. **R** |  |  |  |  | |
| SL.7.2 | Define the following: main idea, supporting details, diverse media, visual, quantitative, oral, topic. **K** |  |  |  |  | |
|  | Identify main ideas and supporting details in media (visually, quantitatively, orally). **K** |  |  |  |  | |
|  | Explain how the ideas make the topic, text, or issue clearer. **K** |  |  |  |  | |
| SL.7.3 | Outline a speaker’s argument and specific claims. **P** | 1 |  |  |  | |
|  | Determine if reasoning is logical, relevant, and sufficient to prove the point. **R** |  |  |  |  | |
| SL.7.4 | Present your claims in an oral presentation. **P** |  |  |  |  | |
|  | Provide meaningful descriptions, facts, details, and examples. **P** |  |  |  |  | |
|  | Using the most important points, stay focused on the topic of the presentation. **S** |  |  |  |  | |
|  | During oral presentation, use appropriate eye contact, appropriate volume, and pronounce words correctly. **S** |  |  |  |  | |
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| SL.7.5 | Use multi-media and visual displays in presentations that make claims clear and support important points. **S** |  |  |  |  | |
| SL.7.6 | Design a presentation for the context or task assigned. **P** |  |  |  |  | |
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| RI.7.1 | Define the following: cite, text, textual evidence, analysis, explicitly, inferences. **K** | 1 |  |  |  | |
| RI.7.3 | Identify a specific relationship between individuals, events, and ideas in a text. **K** | 1 |  |  |  | |
|  | Analyze how ideas influence individuals or events. **R** |  |  |  |  | |
|  | Analyze how individuals influence ideas or events. **R** |  |  |  |  | |
| RI.7.8 | Identify the argument and claim/s in a text. **K** | 1 |  |  |  | |
|  | Evaluate the argument and claim/s in a text. **R** |  |  |  |  | |
|  | Assess whether the reasoning is sound and the evidence is relevant and sufficient. **R** |  |  |  |  | |
| RI.7.9 | Identify evidence and facts used in the text. **K** |  |  |  |  | |
|  | Compare and contrast two texts addressing the same topic. **R** |  |  |  |  | |
| RI.7.10 | Read nonfiction proficiently in the 6th-8th grade text complexity band with help at the high end of the range. **S** |  |  |  |  | |

**2nd 9 Weeks**

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| Standard | Learning Target | Resources | T | M |
| RI.7.1 | Use evidence from the text to analyze exactly what information the text provides. **R** |  |  |  |
|  | State evidence from the text that explains any inferences you have made. **K** |  |  |  |
| RI.7.2 | Define the following words: theme, central idea, objective summary. **K** |  |  |  |
|  | Determine two or more central ideas in a text. **K** |  |  |  |
|  | Demonstrate how the author develops the central ideas throughout the text. **R** |  |  |  |
|  | Compose an objective summary from the text. (Tell what the text is about, without expressing opinion.) **P** |  |  |  |
| RI.7.4 | Define the following: figurative meaning, connotative meaning, technical meaning, tone. **K** |  |  |  |
|  | Judge the impact of specific word choice and phrases on meaning and tone. **R** |  |  |  |
| RI.7.5 | Determine the structure an author uses to organize a text. **K** |  |  |  |
|  | Analyze how major sections contribute to the development of ideas. **R** |  |  |  |
|  | Analyze how major sections contribute to the whole. **R** |  |  |  |
| RI.7.6 | Identify the point of view of the author. **K** |  |  |  |
|  | Identify the author’s purpose. **K** |  |  |  |
|  | Analyze how the author distinguishes his/her position from others. **R** |  |  |  |
| RI.7.7 | Define the following: compare/contrast, medium’s portrayal. **K** |  |  |  |
|  | Compare/contrast a text to an audio, video, and/or multimedia version of the text. **R** |  |  |  |
|  | Analyze how the delivery of a speech affects the impact of the words. **R** |  |  |  |
| RI.7.10 | Comprehend nonfiction proficiently in the text complexity band with help at the high end of the range. **R** |  |  |  |
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| L.7.1.a | Define the following: phrase (i.e. verb phrase, propositional phrase), clause (i.e. dependent clause, independent clause). **K** |  |  |  |
|  | Explain the function of types of phrases and clauses within a sentence. **R** |  |  |  |
| L.7.1.b | Define the following types of sentences: simple, compound, complex, compound-complex. **K** |  |  |  |
|  | Write using the various types of sentences which signal different relationships among ideas. **P** |  |  |  |
| L.7.4.c | Use reference materials (dictionary, glossary, thesaurus), both print and digital, to find pronunciation, meaning, and/or part of speech for a word/s. **S** |  |  |  |
| L.7.4.d | Make a preliminary guess about the meaning of a word or phrase and verify its accuracy. **P** |  |  |  |
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| SL.7.6 | Define the following: formal English, informal English, modify, variety, tasks. **K** |  |  |  |
|  | Distinguish between formal and informal English. **R** |  |  |  |
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| W.7.2.a | Define the following: classification, compare/contrast, cause/effect, informative/explanatory/expository, convey, concepts, classification, formatting, multimedia. **K** |  |  |  |
|  | Address the topic clearly by providing examples that support the topic. **K** |  |  |  |
|  | Organize examples that support the topic and verify that the examples are relevant. **S** |  |  |  |
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| W.7.2.b | Develop the topic with relevant facts, definitions, concrete details, quotes, or other information and examples from the text. **P** |  |  |  |
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| W.7.2.c | Write using appropriate transitions to enhance the flow of writing and insure that the writing is clear. **P** |  |  |  |
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| W.7.2.d | Write using precise language and vocabulary to inform or explain the topic. **P** |  |  |  |
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| W.7.2.e | Verify that you are maintaining a formal style in the writing (not a conversational tone). **R** |  |  |  |
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| W.7.2.f | Plan and write a concluding statement. **P** |  |  |  |
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| W.7.7 | I can use several sources to research topics to answer questions and create new questions to investigate further. **P** |  |  |  |
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| W.7.8 | Define the following: relevant, print source, digital source, credible, accurate, paraphrase, plagiarize, format, citation. **K** |  |  |  |
|  | Gather relevant information (information that makes sense) from multiple print and digital sources using search terms correctly. **P** |  |  |  |
|  | Quote and paraphrase, citing sources correctly to avoid plagiarizing. **R** |  |  |  |
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| W.7.9.a | Define the following: fiction, nonfiction. **K** |  |  |  |
|  | Use evidence from literature (fiction) to support analysis, reflection, and research. **S** |  |  |  |
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| W.7.9.b | Use evidence from nonfiction texts to support analysis, reflection, and research. **S** |  |  |  |
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**3rd 9 Weeks**

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| Standard | Learning Target | Resources | T | M |
| RL.7.1 | Define the following: cite, text, textual evidence, analysis, explicitly, inferences. **K** |  |  |  |
|  | Use evidence from the text to analyze exactly what the text is trying to tell. **R,S** |  |  |  |
|  | State evidence from the text that explains any inferences you’ve read. **K** |  |  |  |
| RL.7.2 | Define the following: theme, central idea, objective summary. **K** |  |  |  |
|  | Determine the theme of the text. **K** |  |  |  |
|  | Demonstrate how the author develops the theme throughout the text. **R** |  |  |  |
|  | Compose an objective summary from the text (tell what the text is about, without giving opinion). **P** |  |  |  |
| RL.7.3 | Define the following: plot, setting. **K** |  |  |  |
|  | Construct a paragraph that explains how setting shapes the characters and/or plot. **P** |  |  |  |
| RL.7.4 | Define the following: figurative meaning, connotative meaning, rhyme, verse, stanza, repetition, alliteration. **K** |  |  |  |
|  | Distinguish between drama and poetry. **R** |  |  |  |
| RL.7.5 | Define the following: soliloquy, sonnet. **K** |  |  |  |
|  | Explain how a play’s (drama) form or structure contributes to its meaning. **R** |  |  |  |
|  | Explain how a poem’s form or structure contributes to its meaning. **R** |  |  |  |
| RL.7.6 | Define the following:contrasts, point of view, narrator.**K** |  |  |  |
|  | Distinguish the points of view of different characters or narrators in a text. **R** |  |  |  |
|  | Trace the development of the points of view of different characters or narrators in a text. **K** |  |  |  |
|  | Analyze the contrasting points of view of different characters or narrators in a text for a deeper understanding of the text. **K** |  |  |  |
| RL.7.7 | Define the following: compare and contrast, medium. **K** |  |  |  |
|  | Identify the medium-specific techniques used in audio, film, stage, and multimedia. **K** |  |  |  |
|  | Compare/contrast a written story, drama, or poem to its audio, filmed, stage, or multimedia version. **R** |  |  |  |
|  | Analyze the effect of the medium-specific techniques on the story, drama, or poem. **R** |  |  |  |
| RL.7.9 | Define the following: fictional portrayal, historical account, alter.  **K** |  |  |  |
|  | Compare/contrast a fictional portrayal of a time, place, and/or character and a historical account of the same period. **R** |  |  |  |
|  | Distinguish how authors of fiction use or alter history. **R** |  |  |  |
| RL.7.10 | Define the following: text complexity band, scaffolding. **K** |  |  |  |
|  | Read proficiently in the 6th-8th grade text complexity band. **K** |  |  |  |
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| L.7.1.c | Define the following: phrases, clauses, modifiers, dangling modifiers. **K** |  |  |  |
|  | Rewrite sentences correcting misplaced modifiers. **K** |  |  |  |
| L.7.2.a | Write using correct capitalization. **P** |  |  |  |
|  | Write using correct punctuation. P |  |  |  |
|  | Use a comma to separate coordinate adjectives. **S** |  |  |  |
| L.7.2.b | Write sentences, spelling words correctly. **P** |  |  |  |
| L.7.5.a | Identify figures of speech in context (literary, biblical, mythological allusion. **K** |  |  |  |
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| W.7.3.a | Define the following: narrative, technique, sequence, dialogue, sensory language, point of view, convey. **K** |  |  |  |
|  | Capture the reader’s attention by establishing the point of view and characters. **S** |  |  |  |
|  | Organize the order in which things happen (plot). **S** |  |  |  |
| W.7.3.b | Identify effective dialogue. **K** |  |  |  |
|  | Use descriptive words and pace the events in such a way that develops the experiences and characters (tells a story). **K,S** |  |  |  |
| W.7.3.c | Use appropriate transitions to show time or setting shifts. **S** |  |  |  |
| W.7.3.d | Use specific language, details, and sensory words that convey the action (plot). **S** |  |  |  |
|  | Use specific language, details, and sensory words that tell the experiences and events in a story. **S** |  |  |  |
| W.7.3.e | Write a conclusion that resolves the action in the narrative. **P** |  |  |  |

**4th 9 Weeks**

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| Standard | Learning Target | Resources | T | M |
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|  | Review for test |  |  |  |
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