

# 7<sup>th</sup> Grade

## English Language Arts

### Key Instructional Activities

- Analyzing how the form or structure of a play or poem contributes to the development of themes and how the author develops that theme across the text
- Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation
- Using a range of reading strategies to determine the correct meaning of a word based on the context in which it is used
- Comparing and contrasting a variety of texts such as poems, stories, historical fiction
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind those claims
- Using clues such as word roots or add-ons to a word to determine the meaning (e.g., semi-, semiannual, semicircle)
- Interpreting figures of speech or references to literature or mythology in a text
- Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well-supported ideas in discussions
- Writing arguments that provide clear reasons and relevant evidence supported by citations from credible sources
- Writing brief informational reports that examine a topic, have a clear focus, and include relevant facts, details, and quotations
- Writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- Producing clear and coherent writing appropriate to the task, purpose, and audience
- Reviewing and paraphrasing key ideas and multiple perspectives of a speaker

In 7th grade, your student will analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. He or she will continue to analyze how themes in fiction and nonfiction develop over the course of a book or article. In 7th grade, students' ability to cite specific evidence when offering an interpretation of a text matures. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence.



HOUSTON COUNTY  
BOARD OF EDUCATION  
HIGH-ACHIEVING STUDENTS

*By the end of 7<sup>th</sup> grade, all students are expected to:*

- *Use words, patterns in words, and word meanings to read fluently and comprehend effectively;*
- *Apply grade-appropriate language skills in writing;*
- *Self-monitor to correct errors when reading and writing;*
- *Talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

# Helping Your Student in 7<sup>th</sup> Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- It is also helpful when your student sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



# 7<sup>th</sup> ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 7<sup>th</sup> Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout middle school. This guide is based on the state-adopted Georgia Standards of Excellence.

<b>August - October</b>	
<b>Reading Focus: Launching Reading Workshop</b>	<b>Writing Focus: Writing Realistic Fiction</b>
<b>Performance Goal: Developing a narrative</b>	
<p>In this unit, readers focus on studying characterization, or how authors create multifaceted characters replete with weaknesses and strengths, complex relationships with others, and life lessons they learn and teach.</p> <ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• Analyze how particular elements of a story or drama interact.</li> <li>• 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 on a specific verse or stanza of a poem or section of a story or drama.</li> <li>• Analyze how a drama's or poem's form or structure contributes to its meaning.</li> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</li> </ul>	<p>This unit focuses on the development of narrative structure, craft, and significance in narrative writing. Focus is put on deep revision for craft in their stories, drawing on craft they have noticed as experienced readers.</p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>
<b>October - December</b>	
<b>Reading Focus: Historical Fiction Book Clubs</b>	<b>Writing Focus: Writing About Reading</b>
<b>Performance Goal: Developing a companion book</b>	
<p>History is full of stories that help us understand our present and what we need to do to shape a better future. Through this unit, students generate awareness of how much we have to learn from history and the stories of people who struggled, suffered, and persevered.</p> <ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</li> <li>• 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.</li> <li>• Analyze how a drama's or poem's form or structure contributes to its meaning.</li> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</li> </ul>	<p>This unit focuses on teaching students qualities of both good informational writing and good reading. Students will write using a variety of informational text structures while also working on writing toward more analytical work.</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>

**January - March**

**Reading Focus: Argument Reading**

**Writing Focus: Research-Based Argument Writing**

**Performance Goal: Developing an argument**

In this unit, students work in research clubs, reading on topics with debatable issues. Students work to become stronger readers of both argumentative and informational texts, moving from topic to issue to side to claims to evidence, delving into issues within bigger topics and investigating how authors present those issues. They practice synthesizing and interpreting nonfiction, teaching them to not only read for ideas and evidence, but also evaluate point of view, perspective, and reasoning.

This unit helps students craft oral debates to help them learn to think more logically, to call upon evidence to support their ideas, to respond to counterarguments, and to write more effective arguments.

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 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.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
- 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.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>April</b>	
<b>Reading Focus: High-Leverage Reading Strategies</b>	<b>Writing Focus: High-Leverage Writing Strategies</b>
<p>Across this unit, students will have opportunities to practice all of the high-leverage reading strategies they have learned throughout the year. A focus will be on flexibly using those strategies across a variety of text types and genres.</p>	<p>Across this unit, students will have opportunities to practice all of the high-leverage writing strategies they have learned throughout the year. A focus will be on flexibly using those strategies across a variety of text types and genres.</p>
<b>Performance Goal: Developing strategies for assessment</b>	
<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</li> <li>• 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.</li> <li>• Analyze how a drama's or poem's form or structure contributes to its meaning.</li> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>

<b>May</b>	
<b>Reading Focus: Nonfiction Book Clubs</b>	<b>Writing Focus: Informational Writing</b>
<b>Performance Goal: Developing an informational text</b>	
<p>In this unit, students will engage in nonfiction book clubs to deepen their skills and comparing and contrasting, analyzing authors' patterns and choices in style and structure, and deepening their familiarity with literary techniques used in nonfiction.</p>	<p>In this unit, students will focus on developing the organizational, elaboration, and language techniques they need to produce strong informational writing.</p>
<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>• Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>• 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.</li> <li>• Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>• 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.</li> <li>• Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• 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.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>