

7TH GRADE LITERACY – HARDING MIDDLE SCHOOL

Our goals in this course are to improve your reading and writing skills, as well as to develop your collaborative participation, increase your reading/writing stamina, and boost your creative and critical thinking skills.

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CAN BE CONTACTED AT HARDING BY PHONE (242-5639) FROM 9:45-10:30 OR 1:30-3:30.

COURSE EXPECTATIONS

Students are expected to follow Harding's **CPR Expectations (COLLABORATIVE, PROFESSIONAL, And RESPECTFUL)**

- **COLLABORATIVE** – Students will be expected to do some work in groups. Please **interact positively** with one another and **work together to keep our classroom clean, safe, and productive.**
- **PROFESSIONAL** - Everyday, students will either read or write for the first 10 minutes of class. They are expected to **bring a pencil, reading book, and their binder to class every day.** Make sure you are **on time to class.**
- **RESPECTFUL** - **Listening** to peers and teachers is necessary for success in class. Treat everyone well and respect every person in the room; **NO put downs or bullying are tolerated.** Show your teacher respect by **keeping electronics put away,** unless your teacher gives you permission. **Please use appropriate voice levels.**

YEAR LONG STANDARDS

WRITING TO EXPLAIN/INFORM

4	3 – Learning Goal	2	1
In addition to score 3.0 performance, the student demonstrates a command of voice and style that rises above formulaic writing.	<p>-Students demonstrate they have the ability to write multi-paragraph informative/explanatory texts to organize topics and/or opinions.</p> <p>-Students can: Introduce a topic clearly; Organize ideas, concepts, and information; Develop the topic with relevant details; Use appropriate transitions; Establish and maintain a formal style; Provide a concluding statement</p>	<p>-Students will recognize or recall specific writing vocabulary (cause/effect, informative, organization)</p> <p>-Identify characteristics of proficient writing</p> <p>-Generate a list of details related to a topic</p> <p>-Write a topic sentences</p> <p>-Write a concluding sentence</p> <p>-Write a paragraph that has a clear topic</p> <p>-Can identify formal style</p>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

CONSTRUCTING WRITING

4	3 – Learning Goal	2	1
In addition to score 3.0 performance, the student demonstrates a command of voice and style that rises above formulaic writing.	<p>Students demonstrate they have the ability to:</p> <p>-Produce clear writing in which the development, organization, and style are appropriate to the task, purpose, and audience</p> <p>-Strengthen writing by planning, revising, and editing</p>	<p><i>Students demonstrate they have developed the ability to:</i></p> <ul style="list-style-type: none"> • Describe the task, purpose, and audience for a given writing task • Describe how to modify writing for a specific task, purpose, and audience • Plan writing using a graphic organizer 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

APPLYING GRAMMAR AND MECHANICS (2ND SEMESTER)

4	3 – Learning Goal	2	1
Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage in context when writing or speaking.	Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage in context when writing or speaking.	Students demonstrate they have developed the ability to practice grammar in isolation (i.e. worksheets) but not in their writing.	Student's performance reflects insufficient progress towards foundational skills and knowledge.

MASTERING VOCABULARY IN CONTEXT (2ND SEMESTER)

4	3 – Learning Goal	2	1
In addition to score 3.0 performance, students demonstrate they have the ability to: -Analyze the impact of a specific word choice on meaning and tone in a text, including analogies or allusions to other texts -Distinguish among the associations of words with similar definitions in a text	Students demonstrate they have the ability to: - Determine the meaning of words and phrases as they are used in a text, including technical meanings - Use context as a clue to the meaning of a word or phrase	<i>Students demonstrate they have developed the ability to:-</i> - Acquire and use accurately general academic and domain-specific words and phrases - Identify specific words that have an impact on meaning/ tone in a text -Demonstrate the use of context clues in isolation	Student's performance reflects insufficient progress towards foundational skills and knowledge.

COMPREHENDING TEXT (1ST AND 2ND SEMESTER)

4	3 – Learning Goal	2	1
Students scored a 1250 or above on their SRI (Advanced; above 7 th grade reading level)	3.5 - Students scored a 1020-1134 on their SRI 3 – Students scored a 1020-1134 on their SRI (Proficient; 7th grade reading level)	2.5 – Students scored a 930-1019 on their SRI 2 – Students scored a 840-929 on their SRI (Basic; 6 th grade reading level, slightly below grade)	1.5 – Students scored a 420-839 on their SRI 1 – Students scored a BR-419 on their SRI (Below basic; below grade reading level)

UNIT BREAKDOWN

UNIT 1 (AUGUST–OCTOBER): ANALYZING TEXT EVIDENCE & POETRY LEARNING GOALS & SCALES

	4	3 – Learning Goal	2	1
Analyzing Text Evidence	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: -Support analysis with inferences and evidence paraphrased from text -Support analysis with inferences and evidence cited directly from text	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: central idea, cite, explicit, inference, textual evidence -Describe what a text says explicitly -Draw logical inferences from the text	Student’s performance reflects insufficient progress towards foundational skills and knowledge.
Analyzing Poetry	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: -Analyze how a poem’s form contributes to its meaning -Analyze the impacts of rhymes and other repetitions of sounds on a specific verse or stanza of a poem -Interpret figurative language in a poem -Distinguish among the meanings and implications of words	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: form, meaning, verse, stanza, figurative language -Describe the form of a poem -Identify the meaning of a poem -Identify examples of rhymes and other repetitions of sounds in a poem -Identify figurative language in a poem	Student’s performance reflects insufficient progress towards foundational skills and knowledge

UNIT DETAILS – MAJOR PROJECTS, NOVELS, ETC.

- **“Dear Future Me...”** – For their first writing assignment, students will write a letter to themselves to be read at the end of their seventh grade year **(late August or early Sept.)**
- **Poetry Zine** – At the end of Unit 1, students will create a unique poetry zine (mini magazine) in which they will take what they learned from their poetry unit to make a book of poetry and art reflecting themselves **(mid-October)**
- **Required reading may include** – “7th Grade” by Gary Soto, “Thank You Ma’am” by Langston Hughes, and a variety of poetry and song lyrics.

UNIT 2 (NOVEMBER–JANUARY): STORY ELEMENTS, THEME, & CHARACTER PERSPECTIVE

	4	3 – Learning Goal	2	1
Analyzing Story Elements & Theme	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: -Analyze how particular elements of a story or drama interact (example: how setting shapes the characters or plot) -Analyze the development of a theme over the course of a text and cite textual evidence to support analysis	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: development, theme, interact, plot, setting, internal conflict, external conflict -Determine the theme of a text -Identify the basic elements of a story or drama (examples: main characters, setting, stages of plot, types of conflict)	Student’s performance reflects insufficient progress towards foundational skills and knowledge.
Analyzing Character Perspective	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to analyze how an author develops and contrasts the perspectives of different characters or narrators in a text	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: contrast, develop, narrator -Describe the differences in the points of view of characters and narrators in a text	Student’s performance reflects insufficient progress towards foundational skills and knowledge

UNIT DETAILS – MAJOR PROJECTS, NOVELS, ETC.

- **The Giver Essay** – Students will write a multi-paragraph essay about the novel we will be reading in class (**mid-December, right before winter break**).
- **Book Report** – As a final project for this unit, students will choose a book they have read over the course of the year during SSR or their free time. This report will somehow represent their analysis of story elements, theme, and character perspective (**assignment date TBD**).
- **Required reading may include** – “The Monsters are Due on Maple Street” screenplay, The Giver by Lois Lowry, and “A Christmas Carol” by Charles Dickens.

UNIT 3 (JANUARY–MARCH): ARGUMENT/PURPOSE & INTEGRATING MULTIPLE TEXTS

Evaluating Arguments & Purpose	4	3 – Learning Goal	2	1
	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: -Analyze how an author distinguishes his or her point of view in a text from that of others -Evaluate the argument and specific claims in a text by assessing whether the evidence provides sufficient support of the claims	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: argument, claim, distinguish, evaluate, sufficient support -Determine an author’s point of view and purpose in a text -Follow claim and reasoning in text -Identify examples of opinion in a text and the words that signal an opinion	Student’s performance reflects insufficient progress towards foundational skills and knowledge.
Integrating Multiple Texts	4	3 – Learning Goal	2	1
	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: -Analyze the development of a central idea over the course of a text and cite textual evidence to support analysis -Analyze how authors writing about the same topic present key information by emphasizing different evidence or interpretations of facts	Students will perform basic processes, such as: -Recognize and recall specific vocabulary such as: key information, interpretation, source, central idea, reliable -Determine the central idea of a text -Identify important details and events in a text -Describe the way two different authors present the same information	Student’s performance reflects insufficient progress towards foundational skills and knowledge

UNIT DETAILS— MAJOR PROJECTS, NOVELS, ETC.

- **Argument Essay** – Using what they learned about evaluating arguments and purpose, students will write an opinion essay in which they create a strong argument **(February)**
- **District Writing Assessment** – Students will be given a choice between two writing prompts – chosen by the district – to showcase their writing skills. This will be graded as an attempt for the year-long standards on writing **(March)**
- **Required reading may include** – various articles from Scope magazine as well as opinion articles on current events. If there is any current events issue that you do not want your child to learn about, please let their teacher know as soon as possible.

UNIT 4 (MARCH-END OF YEAR): COMPARING LITERATURE TO SOURCE MATERIAL

4	3 – Learning Goal	2	1
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	<p>Students demonstrate they have the ability to:</p> <p>-Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time period</p> <p>-Analyze how authors of fiction use or alter history</p>	<p>Students demonstrate they have developed the ability to:</p> <p>-Recognize or recall specific vocabulary such as: alter, historical account, historical fiction, portrayal</p> <p>-Describe how fictional and historical accounts portray a time, place, or character</p>	<p>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</p>

UNIT DETAILS – MAJOR PROJECTS, NOVELS, ETC.

- **Final Project** – In this choice-based project, students will take on a role as a refugee who has experienced being turned “inside out” upon fleeing home and tells the story of how they came “back again.” Students will select their format and their role and create a piece of historical fiction based on their specific time or place in history by using and altering historical accounts **(end of the year)**.
 - **Required reading may include** – Inside Out and Back Again by Thanhha Lai