

WELCOME TO 7th GRADE LITERACY

Welcome to 7th grade Literacy! I am Mrs. Lichty and this is my second year at Harding Middle School. I am extremely excited to have your child in my classroom this year. My passion is reading and can't wait to help share that with your student. My favorite part of teaching is helping students reach their goals in my classroom. It is my goal to help every child reach their potential and celebrate every success with them along their academic journey.

Academics

In Literacy, we follow the Des Moines Public Schools curriculum. That means we will focus heavily on reading comprehension and writing. We will read two class novels and there will be four units of study that cover different literary objectives. We will also incorporate projects when appropriate. The student planner is a great tool for teachers, students, and parents as students will be required to write down grades and important dates in their planner, such as assessment dates, homework assignments, project due dates, etc.

Classroom Expectations

I have three basic expectations for students, which align with Harding's Student Handbook. I expect students to be:

- 1) *Collaborative* - In Literacy, we do a lot of group work. I ask that all students try their best, participate, and work together with their classmates in an appropriate way. Once we enter the classroom, we need to connect as a group and share our knowledge and experiences to learn together.
- 2) *Professional* – Right now, school is a student's only job. They should come to class prepared and ready to learn! We do not have much time together and every moment counts. Every day, students will need their binder, planner, pencil, and silent reading book.
- 3) *Respectful* – One of my most important rules is to respect others. This means making sure that everyone's voice is heard, respecting different opinions, and no bullying. This is a safe space where we practice building each other up; not tearing each other down. Electronics must be put away unless the teacher gives permission to listen to music during an independent task.

If your child has any issues meeting these expectations, I will use our school's policy which is explained in their planner. I will also be in contact with you to resolve any issues we may have with classroom expectations.

Classwork and Homework

In my class, we will complete most of our work in class so that I can help clarify any questions students may have. However, we may occasionally send homework home with students OR have students stay after school if they do not attempt to complete work in class.

Please do not hesitate to contact me by the phone or email at any time! We are partners in your child's education.

Sincerely,

Cara Lichty

7th and 8th Grade Special Education Literacy

cara.lichty@dmschools.org

(515) 242-8445

← 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><i>Students demonstrate they have the ability to:</i></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.	<p>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage in context when writing or speaking.</p>	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
<p>In addition to score 3.0 performance, students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> -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 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> - 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 	<p><i>Students demonstrate they have developed the ability to:-</i></p> <ul style="list-style-type: none"> - 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 	<p>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</p>

Comprehending Text (1st and 2nd Semester)

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

← 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

Analyzing Story Elements & Theme	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 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	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.	Students demonstrate they have the ability to: -Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time period -Analyze how authors of fiction use or alter history	Students demonstrate they have developed the ability to: -Recognize or recall specific vocabulary such as: alter, historical account, historical fiction, portrayal -Describe how fictional and historical accounts portray a time, place, or character	Student’s performance reflects insufficient progress towards foundational skills and knowledge.

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