

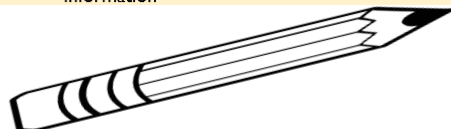
Harding Middle School: 7th Grade Literacy

Constructing Writing

LEVEL 3 LEARNING GOAL:

Students demonstrate they have the ability to:

- **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience
- **Create** an organizational structure that logically sequences claims and helps accomplish the purpose
- **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience.
- **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
- **Apply** the stylistic conventions and expectations of the task or genre
- Use technology to **produce, publish, and present** individual or shared writing products in response to ongoing feedback, including new arguments or information



TIMBERWOLVES
ARE....

C—Collaborative

Be willing to work with others;
help others feel safe; show empathy; work in groups

P—Professional

Bring a pencil and your binder;
be here on time

R—Respectful

Make space for all voices; keep
an open mind; treat others how
you'd like to be treated; follow
voice levels



Text Evidence

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- A. **Support** analysis with inferences and evidence paraphrased and cited directly from text

Grammar

3

LEARNING GOAL

Students:

- A. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, and obviously faulty subordination and coordination of clauses
- B. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- C. Use appropriate punctuation in a series of items (e.g. coordinative adjectives)

Students:

- A. Determine whether an adjective form or an adverb form is called for in a given situation
- B. Ensure straightforward subject-verb agreement
- C. Ensure straightforward pronoun-antecedent agreement
- D. Use prepositions in simple contexts
- E. Use the appropriate word in frequently confused pairs (e.g., *there* and *their*, *past* and *passed*, *its* and *it's*, *affect* and *effect*, *whose* and *who's*)

Mastering Vocabulary

LEVEL 3 LEARNING GOAL: (AT)

Semester 1

Students demonstrate they have the ability to:

- A. **Determine** figurative, connotative, and technical meanings of words
- B. **Analyze** the impact of a specific word choice on meaning and tone in a text

Semester 2

Students demonstrate they have the ability to:

- A. **Use** context as a clue to the meaning of a word or phrase
- B. **Use** common Greek or Latin affixes and roots as clues to the meaning of a word

Collaborating in Discussion

LEVEL 3 LEARNING GOAL: (AT)

Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly:

- **Come to discussions prepared**, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion
- **Pose questions** that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussion back on topic as needed
- **Acknowledge new information** expressed by others and, when warranted, modify their own views

Comprehending Text- Based on MAP Test Scores

4 <ul style="list-style-type: none"> Read text at the 1177+ Lexile level (Advanced) RIT Range 232+	3.5 <ul style="list-style-type: none"> Read text at the 1087-1176 Lexile level (Proficient) RIT Range 227-231	3 <ul style="list-style-type: none"> Read text at the 997-1086 Lexile level (Proficient) RIT Range 222-226	2.5 <ul style="list-style-type: none"> Read text at the 907-996 Lexile level (Basic) RIT Range 217-221	2 <ul style="list-style-type: none"> Read text at the 817-906 Lexile level (Basic) RIT Range 212-216	1.5 <ul style="list-style-type: none"> Read text at the 421-816 Lexile level (Below Basic) RIT Range 190-211	1 <ul style="list-style-type: none"> Read text at the BR-420 Lexile level (Below Basic) RIT Range 100-189
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Teacher Contact Information

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- ⇒ Contact us via phone at Harding and leave a message any time!
- ⇒ 515-242-8445

⇒ Unit 1 Learning Goals

- I can **provide** an objective summary of the plot of a story or drama
- I can **analyze** how particular elements of a story or drama interact (example: how setting shapes the characters or plot)
- I can **analyze** the development of a theme over the course of a text and cite textual evidence to support analysis
- I can **analyze** how an author develops and contrasts the perspectives of different characters or narrators in a text



⇒ Unit 2 Learning Goals

- I can **analyze** how a poem's form contributes to its meaning
- I can **analyze** the impacts of rhymes and other repetitions of sounds on a specific verse or stanza of a poem
- I can **interpret** figurative language in a poem
- I can **distinguish** among the connotations (associations) of words with similar denotations (definitions) in a poem

⇒ Unit 3 Learning Goals

- I can **analyze** how an author distinguishes his or her point of view from that of others
- I can **evaluate** the argument and specific claims in a text by assessing whether the evidence provides sufficient support of the claims
- I can **analyze** how authors writing about the same topic present key information by emphasizing different evidence or interpretations of facts
- I can **analyze** the development of two or more central ideas over the course of a text and cite textual evidence to support analysis
- I can **provide** an objective summary of a text
- I can **analyze** the structure an author uses and how it contributes to the development of ideas

⇒ Unit 4 Learning Goals

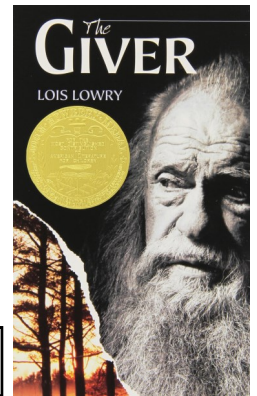
- I can **compare** and **contrast** a fictional portrayal of a time, place, or character and a historical account of the same time period
- I can **analyze** how authors of fiction use or alter history
- I can **analyze** how major sections of the text contribute to the development of ideas

Students demonstrate they have the ability to write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. These texts:

- Introduce a topic clearly, previewing what is to follow
- Organize ideas, concepts, and information
- Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- Use concise and precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the information or explanation

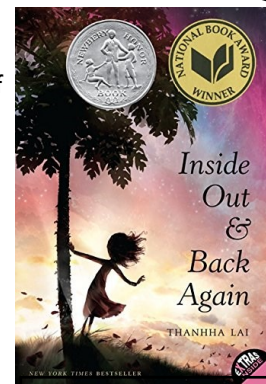


Poetry Zine Project



Unit 1 Novel

Argumentative Essay
Assignment



Unit 4 Novel

Questions?
Don't hesitate
to contact us!