

M/J II Language Arts (7th grade)
Year at a Glance

Course Description

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.*

Family Resources

[Language Arts Florida Standards Grade 7](#)

[ELA Throughout the Day](#)

[Coming Prepared to Discuss](#)

[What Is Text Based Talk?](#)

Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.

M/J II (7th Grade)
Language Arts
Course Description
to be covered over
4 quarters

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 1 Aug 10 – Oct 13</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Discuss plagiarism and how to correctly source a text. LAFS.7.RI.1.1 and LAFS.7.RL.1.1 • Provide a summary of the theme/central idea in both written and oral form. Standards: LAFS.7.RL.1.2 and LAFS.7.RI.1.2 • 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). Standard: LAFS.7.RI.1.3 and LAFS.7.RL.1.3 • Recognize the denotative and connotative meaning of words in text. LAFS.7.L.3.4 • Write arguments which support claims using valid evidence and clear reasons. LAFS.7.W.1.1 	<p>Anchor Texts (from class textbook resource HMH Collections)*</p> <p>“Rogue Wave” Theodore Taylor (pg. 3); “The Flight of Icarus” Sally Benson (pg. 31)</p> <p>Reading/ Writing Support for Students:</p> <p>The Case Against “Good” and “Bad” (Student tutorial on improving vocabulary in writing)</p> <p>Finding Buried Treasure (Close reading practice for uncovering theme for 7th graders)</p> <p>Sample Writing Task: Write a short story that presents characters who take bold actions. Use your texts from this quarter as models. OR Write multiple paragraphs (using evidence from the text) that indicate the causes and effects of one’s bold actions.</p>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 2 Oct 17 – Dec 21</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • LAFS.6.RI.2.4 and LAFS.6.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • LAFS.6.RI.2.5 and LAFS.6.RL.2.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • LAFS.6.RI.2.6 and LAFS.6.RL.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. • LAFS.6.W.2.5: 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. • LAFS.6.L.1.1 Demonstrate command of grammar and usage when writing or speaking and LAFS.6.L.1.2 demonstrate command of capitalization, punctuation, and spelling when writing. 	<p>Anchor Texts (from class textbook resource HMH Collections)*</p> <p>“A Christmas Carol” dramatized by Frederick Gaines</p> <p>“Sorry Wrong Number” Lucille Fletcher (pg. 111)</p> <p>Reading Support for Students:</p> <p>The Last Leaf (Practice for students in making inferences and citing text evidence)</p> <p>Sample Writing Task: Write multiple paragraphs (or an informational/expository essay) that explains how a single event in the text changed the main character’s perspective. Cite evidence from the text.</p>

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<p style="text-align: center;">Quarter 3 Jan 8 – Mar 15</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • LAFS.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). • LAFS.7.RI.3.8: 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. • LAFS.7.RI.3.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • LAFS.7.W.3.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • LAFS.6.L.1.1 Demonstrate command of grammar and usage when writing or speaking and LAFS.6.L.1.2 demonstrate command of capitalization, punctuation, and spelling when writing. 	<p>Anchor Text (from class textbook resource HMH Collections)*</p> <p>““Flesh and Blood so Cheap” Albert Marrin (Page 266)</p> <p>“The Story of the Triangle Factory Fire” Zachary Kent (Page 275)</p> <p>Personal essay by Craig Kielburger (pg. 307)</p> <p>Writing Support for Students: Sentence Variety (Help for students in writing sentences with more variety and flow)</p> <p>State your Claim (Students can practice writing argument essays in preparation for FSA writing)</p> <p>Reading Support for Students: Arguing Mars Help for students in identifying claims when reading) Sample Writing Prompt:</p> <p>See FSA Portal for writing samples and resources!</p>

	Review of Key Standards Covered as Needed	Examples of Resources
<p style="text-align: center;">Quarter 4 April 2 – May 24</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. LAFS.7.RI.1.1 LAFS.7.RL.1.1 • Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. LAFS.7.RL.1.2 LAFS.7.RI.1.2 • Explain how an author develops point of view of the narrator or speaker in a text. LAFS.7.RL.2.6 LAFS.7.RI.2.6 • Determine or clarify the meaning of unknown and multiple meaning words and phrases. LAFS.7.L.3.4 • Write narratives to develop real or imagined experiences or events creative in nature. LAFS.7.W.1.3 • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.7.L.1.1 LAFS.6.L.1.2 	<p>Anchor Text* “The Outsiders” S.E. Hinton</p> <hr/> <p>Sample Writing Task: 4th quarter offers opportunity for creative writing, i.e. poetry, memoir, narratives to encourage student exploration of themselves and the world through their writing.</p>