

7th Grade ELA- Year at a Glance

M/J Language Arts 2- Standard and Advanced Levels

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

What is the purpose of this course?

The purpose of this course is to provide 7th grade students with an integrated study of English- Language Arts using 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 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 expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing on sources (short and longer research) using text-based claims and evidence
- 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

What will 7th Grade students be expected to do?

In the 2022-2023 school year, SJCS D will continue to use the Florida B.E.S.T. Standards as the tool to guide ELA instruction in our schools. According to the [ELA B.E.S.T. Standards](#) (p. 78),

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade [and continued to be studied in 7th and 8th]. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

The FLDOE’s “Parent Guide for Seventh Grade English-Language Arts” is an excellent resource for the specifics of the ELA standards as they pertain to this grade level. You can access that document via this link: <https://www.fldoe.org/core/fileparse.php/7539/urlt/pgq-7-standards.pdf>.

What will 7th Grade students be reading and discussing?

The standards and texts below will be covered by ALL 7th grade ELA teachers in SJCS D. Moreover, teachers have autonomy to use additional, appropriate supplemental texts, lessons, and projects to address the quarter’s spotlight standards as well as to introduce and review the other standards for the grade-level.

Quarter	Spotlight B.E.S.T. Standards	Spotlight Texts
Quarter 1: Fictional Narratives and Narrative Writing	Reading Strand: ELA.7.R.1.1: Literary Elements ELA.7.R.1.2: Theme ELA.7.R.3.3: Comparative Reading Communication Strand- Writing: ELA.7.C.1.2: Narrative	- “Seventh Grade” by Gary Soto- short story - <i>Stargirl</i> (excerpt) by Jerry Spinelli- novel - “Thank You, Ma’am” by Langston Hughes- short story - “Annabel Lee” by Edgar Allen Poe- poetry

	<p>Communication Strand- Grammar ELA.7.C.3.1: Sentence Structure</p> <p>Vocabulary Strand: ELA.7.V.1.1: Academic Vocabulary ELA.7.V.1.2: Morphology ELA.7.V.1.3: Context and Connotation</p>	
<p>Quarter 2:</p> <p>Poetry/Poetic Devices and Expository Writing</p>	<p>Reading Strand: ELA.7.R.1.3: Perspective and Point of View ELA.7.R.1.4: Poetry ELA.7.R.3.1: Interpreting Figurative Language</p> <p>Communication Strand- Writing: ELA.7.C.1.4: Expository</p> <p>Communication Strand- Grammar: ELA.7.C.3.1: Colons and Hyphens</p> <p>Vocabulary Strand: ELA.7.V.1.1: Academic Vocabulary ELA.7.V.1.2: Morphology ELA.7.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> - “Sonnet 18” by William Shakespeare- poetry - “Do Not Go Gentle Into That Good Night” by Dylan Thomas- poetry - “The Highway Man” by Alfred Noyes- poetry - “Harrison Bergeron” by Kurt Vonnegut- short story
<p>Quarter 3</p> <p>Informational Texts and Argumentative Writing</p>	<p>Reading Strand: ELA.7.R.2.1: Structure ELA.7.R.2.2: Central Idea ELA.7.R.2.3: Author’s Purpose and Perspective ELA.7.R.2.4: Argument ELA.7.R.3.2: Paraphrasing and Summarizing ELA.7.R.3.4: Understanding Rhetoric</p> <p>Communication Strand- Writing: ELA.7.C.1.3: Argumentative</p> <p>Communication Strand- Grammar: ELA.7.C.1.4: Dangling Modifiers</p> <p>Vocabulary Strand: ELA.7.V.1.1: Academic Vocabulary ELA.7.V.1.2: Morphology ELA.7.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> - <i>Flesh and Blood So Cheap: The Triangle Factory Fire and Its Legacy</i> (excerpt) by Albert Marrin- chronicle - “Letter to President Theodore Roosevelt, July 17, 1903” by Mother Jones- letter - “All Together Now” by Barbara Jordan- speech
<p>Quarter 4</p> <p>Spiral Review, Research and Oral Presentations,</p>	<p>All B.E.S.T. Standards for the 7th grade year will be reviewed and/or covered in this quarter.</p>	<p>School-based teacher teams will decide on the works they use in this quarter; please contact your student’s teacher for specifics.</p>

Novel Studies, Creative Writing		
------------------------------------	--	--

What longer works might 7th grade students study?

In addition to the prescribed works listed above, teachers may choose to teach longer works in their entirety. The list below comprises those works approved by the FLDOE for 7th grade study. If a work is neither a textbook offering (StudySync) nor a B.E.S.T. Sample Extended-Length Text, then teachers will have completed the novel approval process before using the work for whole-class instruction.

StudySync Novel Studies	B.E.S.T. Sample Extended-Length Texts
<i>A Thousand Cranes, Miller</i> <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793, Murphy</i> <i>Barrio Boy, Galarza</i> <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy, Marrin</i> <i>Ghost, Reynolds</i> <i>Harry Potter and the Sorcerer’s Stone, Rowling</i> <i>Hidden Figures, Shetterly</i> <i>Stargirl, Spinelli</i> <i>Tangerine, Bloor</i> <i>The Boy who Harnessed the Wind, Kamkwamba</i> <i>The Giver, Lowry</i> <i>The Hunger Games, Collins</i> <i>The Jungle Book, Kipling</i> <i>The Monsters are Due on Maple Street, Serling</i> <i>The Other Side of the Sky: A Memoir, Ahmedi with Ansary</i> <i>We Beat the Street: How a Friendship Pact Led to Success, Jenkins, Hunt, Davis, Draper</i> <i>Freedom Walkers: The Story of the Montgomery Bus Boycott, Freedman</i> <i>The Yearling, Kinnan Rawlings</i>	<i>Book of Esther, Bible</i> <i>George vs. George: The American Revolution as Seen from Both Sides, Schanzer</i> <i>Old Yeller, Gibson</i> <i>The Adventures of Tom Sawyer, Twain (8th grade StudySync)</i> <i>The Count of Monte Cristo, Dumas</i> <i>The Kon-Tiki Expedition, Heyerdhal</i> <i>The Long Road to Gettysburg, Murphy</i> <i>Narrative of the Life of Frederick Douglass, Douglass (8th grade StudySync)</i> <i>The Prince and the Pauper, Twain</i> <i>The Red Umbrella, Gonzalez</i> <i>The Twenty-One Balloons, Pene du Bois</i> <i>Freedom Walkers: The Story of the Montgomery Bus Boycott, Freedman</i> <i>The Yearling, Kinnan Rawlings</i>