

Subject: ELA

Grade: 7<sup>th</sup>

Month/List of Topics	CCSS for Reading and Writing: (include numbers)	SBAC Claims, Depth of Knowledge (DOK), Learning Essentials (include numbers)	Materials/Resources
Year Long	<p>CCSS: R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS: R2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS: R3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS: R4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>CCSS: R5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><u>Claim 1:</u> Reading; "Students can read closely and analytically to comprehend a range of increasingly complex literary and information texts."</p> <p><u>Claim 2:</u> Writing; "Students can produce effective and well-grounded writing for a range of</p>	

	<p>CCSS: R6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CCSS: R7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>CCSS: R8. Not applicable to literature</p> <p>CCSS: R9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CCSS: R10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS: W1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS: W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>purposes and audiences."</p> <p><u>Claim 3:</u> Speaking and Listening; "Students can employ effective speaking and listening skills for a range of purposes and audiences."</p> <p><u>Claim 4:</u> Research/ Inquiry; "Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."</p>	
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	<p>CCSS: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS: W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS: W5. 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>CCSS: W6. Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS: W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS: W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or</p>	<p>DOK 1: <u>Remember:</u> Recall and reproduction</p> <p>DOK 2: <u>Understand:</u> Working with skills &amp; concepts</p> <p>DOK 3: <u>Apply:</u> Short-term strategic thinking</p> <p>DOK 4: <u>Analyze:</u> Extended strategic thinking</p>	
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	<p>paraphrase the data and conclusions of the others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS: W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS: W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
September			
October			
November			
December			
January			

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March			
April			
May			

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