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| **Grade Level: 7-8th Sp. Ed.** | **School: East Jackson Middle School** | | **Authors: Eric Kramarczyk** |  |  |
| **Subject: ELA** | | | **Date:** |  |  |
| **September** | **Topics & Concepts: Reading Apprentice Skills, Conventions, Spelling, Journal Writing** | | |  |  |
| **Content Standards** | **Resources** | **Assessments** | | **Lessons** |  |
| **Reading for Literature:**  **Key Ideas and Details**  1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  | | Week 2-4 Intro to RA and Talk to the Text with short stories |  |
| **Reading for Informational Text:**  **Key Ideas and Details**  1. Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RA Activities  [Reading Apprenticeship Comprehension Stories](../Language%20Arts/Reading%20Apprenticeship%20Stories%20and%20Text)  Reading Apprenticeship Activities  (Talk-to-the text, [Two Column Notes](../Language%20Arts/Reading%20Apprenticeship%20Strategies/Double%20Entry%20Journal.docx), [Making Inferences1 ,](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences.docx) [Making Inferences 2](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences-2.docx), [SSR Log](../Language%20Arts/Reading%20Apprenticeship%20Strategies/SSR%20Log%20Template.docx) |  | |  |  |
| **Craft and Structure**  6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others*.* |  |  | |  |  |
| **Writing:**  **Text Types and Purposes**  3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by | [Journal Writings](../Language%20Arts/Journal%20Ideas/Journal%20even%20years.notebook) even [Journal Writings](../Language%20Arts/Journal%20Ideas/Journal%20odd%20years.notebook) odd |  | | Week 2-Journal 1&2  Week 3-Journal 3&4  Week 4- Journal 5&6 |  |

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| establishing a context and point of view  and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |  |  |  |
| **Range of Writing**  10. 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. | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts |  | Week 1- Letter to Self from Goals |  |
| **Speaking and Listening:**  **Presentation of Knowledge and Ideas**  5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |  |  |  |  |
| **Language:**  **Conventions of Standard English**  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating,*  *enjoyable movie* but not *He wore an old*  [,] *green shirt*). | [DOL](../Language%20Arts/DOL/DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling List –Common Words | DOL Quizzes  Spelling Test | Week 2- DOL 1&2  Week 3- DOL 3&4  Week 4-DOL 5&6 |  |
| 2. Demonstrate command of the conventions of standard English capitalization,  punctuation, and spelling when writing. b. Spell correctly. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling List –Common Words | DOL Quizzes  Pre-Assessment Spelling Test  Spelling Tests | Week 2- Spelling List 1  Week 3-Spelling List 2  Week 4-Spelling List 3 |  |

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| **Grade Level: 7-8th Sp. Ed.** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** |  |
| **Subject: ELA** | | **Date:** |  |
| **October** | **Topics & Concepts: Reading Apprentice Skills, Conventions, Spelling, Journal Writing**    **ode:** | |  |
| **Content Standards** | **Resources** | **Assessments** | **Lessons** |
| **Reading for Literature:**  **Craft and Structure**  4. 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. | Novels in Library |  | Week 5-8-SSR Log-RA in Library with Novels |
| **Key Ideas and Details**  3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Novels in Library |  | Week 5-8-SSR Log-RA in Library with Novels |
| **Reading for Informational Text:**  **Key Ideas and Details**  1. Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RA Activities  [Reading Apprenticeship Comprehension Stories](../Language%20Arts/Reading%20Apprenticeship%20Stories%20and%20Text)  Reading Apprenticeship Activities  (Talk-to-the text, [Two Column Notes](../Language%20Arts/Reading%20Apprenticeship%20Strategies/Double%20Entry%20Journal.docx), [Making Inferences1 ,](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences.docx) [Making Inferences 2](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences-2.docx), [SSR Log](../Language%20Arts/Reading%20Apprenticeship%20Strategies/SSR%20Log%20Template.docx) |  | Week 5-8- RA Continue with Talk to the Text, Short Stories  Making Inferences |
| **Writing:**  **Texts Types and Purposes**  2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, | How-to-Writings |  |  |

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| comparison/contrast, and cause/effect;  include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  |  |  |
| 2. Write informative/explanatory texts to  examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  b. Develop the topic with relevant, definitions, concrete details, quotations,  or other information and examples. |  |  |  |
| 2. Write informative/explanatory texts to examine a topic and convey ideas,  concepts, and information through the selection, organization, and analysis of relevant content.  d. Use precise language and domain- specific vocabulary to inform about or  explain the topic. |  |  |  |
| **Production and Distribution of Writing**  4. 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.) | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts |  |  |

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| **Speaking and Listening:**  **Comprehension and Collaboration**  3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |  |  |  |  |
| **Language:**  **Conventions of Standard English**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of phrases and clauses in general and their function in  specific sentences. |  |  |  |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage  when writing or speaking.  b. Choose among simple, compound, complex, and compound-complex  sentences to signal differing relationships  among ideas. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Sentence Structure Packet 7th Grade  [Sentence Structure Packet 8th Grade](../Language%20Arts/Sentences/sentence_competency.pdf)  [Writing Sentences Practice](../Language%20Arts/Writing%20Sentences%20Practice%20WS.doc) | DOL Quizzes  [Sentence Test](../Language%20Arts/Writing%20Sentences%20Test.doc) | Week 6- DOL 7&8  Week 7- DOL 9&10  Week 8-DOL 11&12  Week 6- Sentence Packet |  |
| [CCSS.ELA-LITERACY.L.3.1.A](http://www.corestandards.org/ELA-Literacy/L/3/1/a/)  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |  | Nouns Test | Week 5-Intro to Nouns  Week 6-9-Nouns |  |
| 2. Demonstrate command of the conventions of standard English capitalization,  punctuation, and spelling when writing. b. Spell correctly. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling List –Common Words | Spelling Tests | Week 5- Spelling List 4  Week 6-Spelling List 5  Week 7-Spelling List 6 |  |
| **Vocabulary Acquisition and Use**  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |

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| **Grade Level: 7-8th Sp. Ed.** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |  |
| **Subject: ELA** | | **Date:** | |  |
| **November** | **Topics & Concepts:** | | |  |
| **Content Standards** | **Resources** | | **Assessments** | **Lessons** |
| **Reading for Literature:**  **Integration of Knowledge and Ideas**  7. 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). |  | | Novel Reading |  |
| **Craft and Structure**  6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |  | |  |  |
| **Key Ideas and Details**  2. 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. |  | |  |  |
| **Reading for Informational Text:**  **Craft and Structure**  5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |  | |  |  |
| **Reading for Informational Text:**  **Key Ideas and Details**  1. Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RA Activities  [Reading Apprenticeship Comprehension Stories](../Language%20Arts/Reading%20Apprenticeship%20Stories%20and%20Text)  Reading Apprenticeship Activities  (Talk-to-the text, [Two Column Notes](../Language%20Arts/Reading%20Apprenticeship%20Strategies/Double%20Entry%20Journal.docx), [Making Inferences1 ,](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences.docx) [Making Inferences 2](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences-2.docx), [SSR Log](../Language%20Arts/Reading%20Apprenticeship%20Strategies/SSR%20Log%20Template.docx) | |  |  |

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| **Writing:**  **Text Types and Purposes**  1. Write arguments to support claims with clear reasons and relevant evidence.  d. Establish and maintain a formal style. |  |  |  |  |
| **Range of Writing**  10. 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. |  |  |  |  |
| **Language:**  **Conventions of Standard English**  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  b. Spell correctly. |  |  |  |  |
| **Vocabulary Acquisition and Use**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibility from an array of strategies*.*  a. Use content (e.g., the overall meaning of a sentence or paragraph; a word’s  position or function in a sentence) as a  clue to the meaning of a word or phrase. |  |  |  |  |

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| 4. Determine or clarify the meaning of  unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibility from an array of strategies*.*  c. Consult general and specialized reference materials (e.g., dictionaries,  glossaries, thesauruses), both print and  digital, to find the pronunciation of a word or determine or clarify its precise meaning  or its part of speech. |  |  |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances  in word meanings.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy)  to better understand each of the words. | Synonym, Antonym |  |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **December** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Informational Text:**  **Key Ideas and Details**  3. 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. | RA Activities  [Reading Apprenticeship Comprehension Stories](../Language%20Arts/Reading%20Apprenticeship%20Stories%20and%20Text)  Reading Apprenticeship Activities  (Talk-to-the text, [Two Column Notes](../Language%20Arts/Reading%20Apprenticeship%20Strategies/Double%20Entry%20Journal.docx), [Making Inferences1 ,](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences.docx) [Making Inferences 2](../Language%20Arts/Reading%20Apprenticeship%20Strategies/making-inferences-2.docx), [SSR Log](../Language%20Arts/Reading%20Apprenticeship%20Strategies/SSR%20Log%20Template.docx) | |  |
| **Writing:**  **Text Types and Purposes**  1. Write arguments to support claims with clear reasons and relevant evidence.  d. Establish and maintain a formal style. |  | |  |
| 2. Write informative/explanatory texts to  examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |  | |  |
| 3. Write narratives to develop real or imagined  experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  b. Use narrative techniques, such as dialogue, pacing, and description, and | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts | |  |

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| reflection, to develop experiences,  events, and/or characters. |  |  |
| 3. Write narratives to develop real or imagined  experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  d. Use precise words and phrases, relevant descriptive details, and sensory language  to capture the action and convey experiences and events. | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts |  |
| 3. Write narratives to develop real or imagined  experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  e. Provide a conclusion that follows from and reflects on the narrated experiences  or events. | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts |  |
| **Range of Writing**  10. 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. | [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20even%20years.notebook) even [Journal Writings](file:///F:\Language%20Arts\Journal%20Ideas\Journal%20odd%20years.notebook) odd  Writing Prompts |  |
| **Language:**  **Conventions of Standard English**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language |  |

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| 2. Demonstrate command of the conventions  of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate  adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old*  [,] *green shirt*). | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling Lists | DOL Quizzes  Spelling Tests |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **January** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Informational Text:**  **Integration of Knowledge and Ideas**  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. |  | |  |
| **Writing:**  **Text Types and Purposes**  1. Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternative or opposing claims, and  organize the reasons and evidence logically. |  | |  |
| 1. Write arguments to support claims with clear reasons and relevant evidence.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an  understanding of the topic or text. |  | |  |

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| 1. Write arguments to support claims with clear  reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the  relationships among claim(s), counterclaims, reasons, and evidence. |  |  |
| 1. Write arguments to support claims with clear  reasons and relevant evidence.  e. Provide a concluding statement or section that follows from and supports the  argument presented. |  |  |
| 2. Write informative/explanatory texts to  examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  b. Develop the topic with relevant, definitions, concrete details, quotations, or other  information and examples. |  |  |
| 2. Write informative/explanatory texts to examine a topic and convey ideas,  concepts, and information through the selection, organization, and analysis of relevant content.  c. Use appropriate transitions to create cohesion and clarify the relationships  among ideas and concepts. |  |  |

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| 2. Write informative/explanatory texts to  examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  f. Provide a concluding statement or section that follows from and supports the  information or explanation presented. | [Paragraph Writing Packet](../Language%20Arts/Paragraphs/How%20toparagrapgh.pdf)-How to Write a Paragraph  [Organizing a Paragraph-Smart Notebook Presentation](../Language%20Arts/Paragraphs/paragraph.notebook)  [Organizing Paragraph Review WS](../Language%20Arts/Paragraphs/Organizing%20Paragraphs.pdf)  [Topic Sentences Review WS](../Language%20Arts/Paragraphs/topicsentences2.pdf) |  |
| 3. Write narratives to develop real or imagined experiences or events using effective  technique, relevant descriptive details, and well-structured event sequences.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or  setting to another. |  |  |
| **Research to Build and Present**  **Knowledge**  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, 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.) |  |  |
| 7. Conduct short research projects to answer a  question, drawing on several sources and generating additional related, focused questions for further research and |  |  |

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| investigation. |  |  |
| **Language:**  **Conventions of Standard English**  2. Demonstrate command of the conventions  of standard English capitalization,  punctuation, and spelling when writing. b. Spell correctly. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling Lists | DOL Quizzes  Spelling Tests |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **February** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Writing:**  **Production and Distribution of Writing**  6. Use technology, including the Internet, to produce and publish writing and link to  and cite sources as well as to interact and  collaborative with others, including linking to and citing sources. |  | |  |
| **Language:**  **Vocabulary Acquisition and Use**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibility from an array of strategies*.*  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by  checking the inferred meaning in context  or in a dictionary). |  | |  |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances  in word meanings.  a. Interpret figures of speech (e.g., literary biblical a, and mythological allusions) in  context. |  | |  |

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| 6. Acquire and use accurately grade-  appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |
| **Standards of Conventional English**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  c. Place phrases and clauses within a sentence, recognizing and correcting  misplaced and dangling modifiers. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling Lists | DOL Quizzes  Spelling Tests |
| **Conventions of Standard English**  2. Demonstrate command of the conventions  of standard English capitalization,  punctuation, and spelling when writing. b. Spell correctly. | [DOL](file:///F:\Language%20Arts\DOL\DOL%20Interactive.notebook)- Daily Oral or Written Language  Spelling Lists | DOL Quizzes  Spelling Tests |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **March** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Informational Text:**  **Integration of Knowledge and Ideas**  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. |  | |  |
| **Writing:**  **Research to Build and Present**  **Knowledge**  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grade 7 Reading standards* to literature (e.g., “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”).  Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”). | Biography Research Paper  [Biography](../Language%20Arts/Biography%20In%20view.doc) In View of Chosen Person  [Outline of Bibliography](../Language%20Arts/Biography%20outline.doc) | | [Biography Rubric](../Language%20Arts/Biography%20RUBRIC%5b1%5d.doc) |

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| **Language:**  **Vocabulary Acquisition and Use**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibility from an array of strategies*.*  b. Use common grade-appropriate Greek or  Latin affixes and roots as clues to the meaning of a word (e. g., *belligerent, bellicose, rebel*). |  |  |
| **Knowledge of Language**  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and  eliminating wordiness and redundancy.\* |  |  |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **April** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Literature:**  **Integration of Knowledge and Ideas**  9. 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. |  | |  |
| **Craft and Structure**  5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Poetry Unit | |  |
| **Reading for Informational Text:**  **Craft and Structure**  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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. | Poetry Unit | |  |

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| 5. Analyze the structure an author uses to  organize a text, including how the major sections contribute to the whole and to the development of the ideas. |  |  |
| **Key Ideas and Details**  2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |  |  |
| **Writing:**  **Research to Build and Present**  **Knowledge**  8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Biography Research Paper  [Biography](../Language%20Arts/Biography%20In%20view.doc) In View of Chosen Person  [Outline of Bibliography](../Language%20Arts/Biography%20outline.doc) | [Biography Rubric](../Language%20Arts/Biography%20RUBRIC%5b1%5d.doc) |
| **Speaking and Listening:**  **Comprehension and Collaboration**  1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  b. Follow rules for collegial discussions, track progress toward specific goals and  deadlines, and define individual roles as |  |  |

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| needed. |  |  |
| 2. Analyze the main ideas and supporting  details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |  |  |
| **Presentation of Knowledge and Ideas**  6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  |  |

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| **Grade Level: 7-8th Sp. Ed** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **May** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Informational Text:**  **Integration of Knowledge and Ideas**  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 the speech impacts the delivery of the words). |  | |  |
| **Speaking and Listening:**  **Comprehension and Collaboration**  1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |  | |  |

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| 1. Engage effectively in a range of  collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |  |  |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in  groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and  expressing their own clearly.  d. Acknowledge new information expressed by others and, when warranted, modify  their own views. |  |  |
| 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency  of the evidence. |  |  |
| **Presentation of Knowledge and Ideas**  4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details,  and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |  |  |

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| **Grade Level: 7-8th Sp. Ed**  **8** | **School: East Jackson Middle School** | **Authors: Eric Kramarczyk** | |
| **Subject: ELA** | | **Date:** | |
| **June** | **Topics & Concepts:**  **Trait(s): Mode:** | | |
| **Content Standards** | **Resources** | | **Assessments** |
| **Reading for Informational Text:**  **Range of Reading and Level of Text**  **Complexity**  10. By the end of the year, read and comprehend literary nonfiction in the grades  6–8 text complexity band independently  and proficiently, with scaffolding as needed at the high end range. |  | |  |
| **Reading for Literature:**  **Range of Reading and Level of Text**  **Complexity**  10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 test complexity band independently and proficiently. | Library Books, Poems, Language Arts Books | |  |