

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

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

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.

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 1 Aug 10 – Oct 16</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 LAFS.7.RL.1.1 • Provide a summary of the theme/central idea in both written and oral form. LAFS.7.RL.1.2 LAFS.7.RI.1.2 • Identify literary and text elements within a piece of writing. LAFS.7.RI.2.5 • Explain the purpose of a text (inform, persuade, entertain, explain) LAFS.7.RI.2.5 • Discuss how the point of view affects a reader’s understand of a text. LAFS.7.RI.2.6 • Develop a claim (argument) supported by clear reasons and relevant evidence. LAFS.7.W.1.1 LAFS.7.W.2.4 • Recognize sentence elements (parts of speech, clauses, coordinating and subordinating conjunctions). LAFS.7.L.1.1 LAFS.7.L.1.2 • Recognize the denotative and connotative meaning of words in text. LAFS.7.L.3.4 	<p><u>Anchor Texts*</u></p> <p>“Rogue Wave” Theodore Taylor (pg. 3)</p> <p>“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>Quarter 2 Oct 20 – Dec 18</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> Identify central idea, these, mood, and tone of a text LAFS.7.RL.2.6 LAFS.7.RI.1.2 Analyze how a part of a text fits in to the overall plot structure, how it illustrates theme and how it creates mood. LAFS.7.RL.1.3 LAFS.7.RI.1.3 Be exposed to information through a variety of formats or media. Compare and contrast media and print versions of a text. LAFS.7.RL.3.7 Use appropriate transitions to create cohesion. LAFS.7.W.2.4 LAFS.7.W.2.5 Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.7.L.1.1 LAFS.7.L.1.2 Compare and contrast similar themes and topics across different genres (print and non-print). LAFS.7.RI.3.7 LAFS.7.RL.3.7 Recognize how a particular section of a text develops the author’s reason for writing. LAFS.7.RI.2.5 	<p>Anchor Texts* “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>
<p>Quarter 3 Jan 6 – Mar 17</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 	<p>Anchor Text* ““Flesh and Blood so Cheap” Albert Marrin (Page 266)</p> <p>“The Story of the Triangle Factory Fire” Zachary Kent (Page 275)</p>

	<ul style="list-style-type: none"> • Explain how an author develops point of view of the narrator or speaker in a text. LAFS.7.RL.2.6 LAFS.7.RI.1.2 • Analyze how a sentence, chapter, scene, or stanza adds to the development of theme, setting or plot in different genres. LAFS.7.RI.2.5 • Using different media formats to integrate information. LAFS.7.RI.3.7 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. LAFS.7.L.3.4 • Write arguments which support claims using valid evidence and clear reasons. LAFS.7.W.1.1 • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.7.L.1.1 	<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>
<p>Quarter 4 Mar 29 – May 26</p>	<p style="text-align: center;">Key Standards Covered</p>	<p style="text-align: center;">Examples of Resources</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 	<p>Anchor Text* “The Outsiders” S.E. Hinton</p> <p>Writing Support for Students: Go Figure (Student practice using figurative language in writing)</p>

- 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](#)

Reading Support for Students:

[Analyzing POEtry](#)

(Student practice analyzing poetry)

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.