## Reading Focus: Literature
## Writing Focus: Narrative

### Unifying Concept:
**What Makes Us Who We Are?**

### Quarter 1

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| The examination of an individual’s culture and the culture of others through reading and writing expand engagement of the world, its people, and oneself. | • Why is it important to determine the variety of perspectives presented in complex text?  
• What are the different purposes of writing?  
• Why should writers follow a process?  
• How do writers use language to convey personal experiences? |

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards¹</th>
<th>Supporting Standards²</th>
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<td><strong>7.RL.2</strong> 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.</td>
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<td><strong>7.RL.6</strong> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td><strong>7.RL.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 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.</td>
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<td><strong>7.W.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td><strong>7.RL.9</strong> 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.</td>
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<td>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td><strong>7.SL.3</strong> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
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<td>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td><strong>7.SL.4</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<tr>
<td>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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</tr>
<tr>
<td>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
<td></td>
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### Constant Standards³

| **7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **7.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. |
| **7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

7.W.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).

7.W.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.)

7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.W.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.

7.W.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature.

7.W.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.

7.SL.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.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

7.L.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.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives.

b. Use correct spelling.

7.L.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.

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
b. Use context (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.
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.
d. Verify the preliminary determination of the meaning of a word or phrase.

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

7.L.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.

Social Justice Standards
Identity:
- Students will know that overlapping identities combine to make them who they are and that none of their group identities on their own fully defines them or any other person (ID.6-8.3).
- Students will feel good about their many identities and know they don’t make them better than people with other identities (ID.6-8.4).

Diversity:
- Students will accurately and respectfully describe ways that people (including themselves) are similar to and different from each other and others in their identity groups (DI.6-8.7).
- Students will be curious and want to know more about other people’s histories and lived experiences, and they ask questions respectfully and listen carefully and non-judgmentally (DI.6-8.8).

Justice:
- Students will recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws (DI.6-8.12).

Action:
- Students will know how to stand up for themselves and for others when faced with exclusion, prejudice and injustice (AC.6-8-17).
- Students will respectfully tell someone when his or her words or actions are biased or hurtful (AC.6-8.18).

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Adopted Texts and Materials

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<td>Monsters are Due on Maple Street, The, Rod Serling, p.415</td>
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<td>Across Five Aprils, Irene Hunt</td>
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<td>Multicultural Adoptions:</td>
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<td>Red Glass, Laura Resau</td>
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<td>Red Kayak, Priscilla Cummings</td>
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Recommended Short Texts:
“Hour with Abuelo, An,” Judith Ortiz Cofer, p. 591
*Autobiography of Eleanor Roosevelt*, Eleanor Roosevelt, p.97
*Eleanor Roosevelt*, William Jay Jacobs, p. 87
“Rikki-tikki-tavi,” Rudyard Kipling, p. 121
“Seventh Grade,” Gary Soto, p. 20
“Thank You, M’am,” Langston Hughes, p. 29
“World is Not a Pleasant Place to Be, The,” Nikki Giovanni, p. 201

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<td>TUSD SPARKS</td>
<td><em>Exploring the Paradox of U.S. Hispanics’ Longer Life Expectancy</em></td>
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<td>SPARK Strategies</td>
<td>Marshmallows and Children: A Lesson in the Time Preferences Theory</td>
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<td>Writing Guide</td>
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### 2019-2020 ELA Curriculum Map, Grade 7, Q2

**Reading Focus:** Informational  
**Writing Focus:** Informative/Explanatory

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<th>Unifying Concept: The Courage to Be Yourself</th>
<th>Quarter 2</th>
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#### Enduring Understandings

- The ability to comprehend and analyze information develops critical thinking, promotes logical reasoning, and enriches one’s sense of the world and self.

#### Essential Questions

- Where does the meaning of a text reside?
- How do writers manipulate language to impact an audience?
- How can a reader infer an author’s intentions?

#### Standards

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<td><strong>7.RI.2</strong> 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.</td>
<td><strong>7.RI.3</strong> 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).</td>
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<td><strong>7.RI.6</strong> 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.</td>
<td><strong>7.RI.7</strong> 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).</td>
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<td><strong>7.RI.8</strong> 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.</td>
<td><strong>7.RI.9</strong> 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.</td>
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<td><strong>7.W.2</strong> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td><strong>7.SL.2</strong> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
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  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e. Establish and maintain a formal style.

  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

  g. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Constant Standards

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**Identity:**
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**Justice:**
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**Action:**
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### Adopted Texts and Materials

**Textbook:** *The Language of Literature and Elements of Literature*

**Recommended Extended Texts:**
- *Monsters are Due on Maple Street*, Rod Serling, p.415
- *Across Five Aprils*, Irene Hunt

**Multicultural Adoptions:**
- *Half a World Away*, Cynthia Kahodata
- *Revolution is Not a Dinner Party*, Ying Chang Compestine
- *Under the Blood Red Sun*, Graham Salisbury
### Recommended Short Texts:

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<thead>
<tr>
<th>Text</th>
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<tr>
<td><em>Barrio Boy</em> by Ernesto Galarza</td>
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<td><em>Boy: Tales of Childhood</em> by Ronald Dahl</td>
<td>533</td>
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<tr>
<td>“Crush,” by Cynthia Rylant</td>
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<td>“Names/Nombres” by Julia Alvarez</td>
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<td><em>Offerings at The Wall (Vietnam Veterans Memorial)</em> by Smithsonian</td>
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<td>“Rider, The,” by Naomi Shihab Nye</td>
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<tr>
<td>“Song of Myself,” by Walt Whitman</td>
<td>117</td>
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### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- Writing Guide
- Writing Rubric
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Socratic Seminar
- Free Master Teacher Lesson Plans
- Performance Level Descriptors

### Additional Instructional Resources

- Frontline *Young and Restless in China*
- *Untitled* by Gary Soto
- *The Road Not Taken* by Robert Frost
- *Under the Blood Red Sun* Teacher’s Guide
### 2019-2020 ELA Curriculum Map, Grade 7, Q3

**Reading Focus:** Literature  
**Writing Focus:** Argumentative  
**Unifying Concept:** Life Brings Challenges  
**Quarter 3**

#### Enduring Understandings
Authentic reading and writing is the result of a multi-stage, reflective process in which the learner develops the capacity to connect to universal themes and share ideas about culture and the world around him or her.

#### Essential Questions
- What is justice? Is it the same as fairness?
- How does literature help individuals construct their understanding of reality?
- How do writers use literary devices to build an argument?
- Why is reflection necessary for learning?

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**7.RL.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).  
**7.W.1** Write arguments to support claims with clear reasons and relevant evidence.  
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  
d. Establish and maintain a formal style.  
e. Provide a concluding statement or section that follows from and supports the argument presented. | **7.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  
**7.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 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.  
**7.RL.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.  
**7.SL.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  
**7.SL.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

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7. W.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 7 Reading standards to literature.

7. W.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.

7. SL.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.
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   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.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

7. L.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.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7. L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use a comma to separate coordinate adjectives.
   b. Use correct spelling.

7. L.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.

7. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
   a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
   b. Use context (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.
   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.
d. Verify the preliminary determination of the meaning of a word or phrase.

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

7.L.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.

Social Justice Standards

Identity:
- Students will know that overlapping identities combine to make them who they are and that none of their group identities on their own fully defines them or any other person (ID.6-8.3).
- Students will feel good about their many identities and know they don’t make them better than people with other identities (ID.6-8.4).

Diversity:
- Students will accurately and respectfully describe ways that people (including themselves) are similar to and different from each other and others in their identity groups (DI.6-8.7).
- Students will be curious and want to know more about other people’s histories and lived experiences, and they ask questions respectfully and listen carefully and non-judgmentally (DI.6-8.8).

Justice:
- Students will recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws (DI.6-8.12).

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https://www.tolerance.org/

Adopted Texts and Materials

Textbook: The Language of Literature and Elements of Literature

Recommended Extended Texts:
A Defenseless Creature, Neil Simon, p.553

Recommended Short Texts:
Good Hot Dogs/Buenos Hot Dogs, Sandra Cisneros, p. 234

Long Walk to Freedom, A, Nelson Mandela, p. 732
Scaffolding, Seamus Heaney, p. 236
Scholarship Jacket, The, Marta Salinas, p. 278
War of the Wall, Toni Cade Bambara, p. 109
White Umbrella, The, Gish Jen, p. 522
Zebr, Chaim Potok p.46

Multicultural Adoptions:
Malcolm X by Any Means Necessary, Walter Dean Myers
I Wanna Be Your Shoebox, Christina Garcia
Water Street, Patricia Reilly Giff
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<td>SPARK Strategies</td>
<td><em>Enrique’s Journey</em> by Sonia Nazario (series six of news articles)</td>
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<td>Writing Guide</td>
<td><em>Nelson Mandela’s 1994 Inauguration</em></td>
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<td>Writing Rubric</td>
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### Reading Focus: Informational

### Writing Focus: Argumentative

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#### Enduring Understandings

Individual and shared inquiry necessitates thinking and problem solving to create new understandings, activate prior knowledge, and engage in the process of research to answer a question and discover the truth.

#### Essential Questions

- How does technology affect my understanding of the world?
- How do I determine if my research information is reliable and valid?
- How will I know if I have convinced my audience?

#### Standards

<table>
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<th>Highly-Leveraged Standards¹</th>
<th>Supporting Standards²</th>
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<tr>
<td>7.RI.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 specific word choices on meaning and tone.</td>
<td>7.RI.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).</td>
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<td>7.RI.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.</td>
<td>7.RI.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).</td>
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<tr>
<td>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>7.RI.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.</td>
</tr>
<tr>
<td>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
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<tr>
<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
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<td>d. Establish and maintain a formal style.</td>
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<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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#### Constant Standards³

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
- 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
- 7.W.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).
7.W.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.)

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7.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 7 Reading standards to informational text and nonfiction.

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Defenseless Creature, The, Neil Simon, p. 553

Recommended Short Texts
“Crown of Wild Olive, A,” Rosemary Sutcliff, p. 709
“Difference a City Year Makes, The,” Lauren Beckham p. 219
“Seventh Grade,” Gary Soto, p. 20
“Jabberwocky,” Lewis Carroll, p. 458

“Key Item,” Isaac Asimov, p. 432
“Looking for America,” Virginia Hamilton, p. 774
“Time to Talk, A,” Robert Frost, p. 198
“What Do Fish Have to Do with Anything,” Avi, p. 206
“Winter Poem,” Nikki Giovanni, p. 387
“Growing Up,” Russell Baker, p. 621

Multicultural Adoptions:
Half a World Away, Cynthia Kahodata
Revolution is Not a Dinner Party, Ying Chang Compestine
Under the Blood Red Sun, Graham Salisbury
### Instructional and Assessment Guides
- TUSD SPARKS
- SPARK Strategies
- Writing Guide
- Writing Rubric
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Socratic Seminar
- Free Master Teacher Lesson Plans
- Performance Level Descriptors

### Additional Instructional Resources
- Looking for a Lesson in Google’s Perks James B. Stewart
- “What Do Fish Have to do with Anything” Teacher’s Guide
- Under the Blood Red Sun Teacher’s Guide
- “Looking for America” Web Resources

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1. **Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2. **Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3. **Constant Standards** are routinely addressed to reinforce grade-level mastery.