



Reading-Language Arts

Grade 7

4th Nine Weeks

This academic overview can be used to monitor and support your child's at-home learning progress

Unit 7: Melting Pot of Writing

Student Learning Targets

- I can identify the purpose and intended audience of an essay.
- I can analyze characteristics and structural elements of informational text.
- I can identify and analyze characteristics and author's moves in all text genres and determine the author's purpose.
- I can paraphrase and summarize, make inferences, use text evidence, and use context to determine word meaning to support my interpretation of text.
- I can use text structure to organize and develop my writing.
- I can craft a thesis and support it with details and evidence.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing informational texts, emulating the author's moves.

Questions to Check for Unit Understanding

- What details and transitions strengthen my essay?
- How does word choice and figurative language create a similar understanding of the text's emotions and a reaction in the reader in two texts?
- How does receiving information in multiple modes affect a reader?

Key Academic Vocabulary

- Coherence: Details or key ideas support the thesis; cohesive essay
- Clarity: ability to clearly state key ideas that support a thesis

Unit 8: Melting Pot of Reading

Student Learning Targets

- I can understand and analyze the relationship between plot elements, text features, text meaning, and author's purpose in fiction, nonfiction, poetry and drama.
- I can make connections, inferences, use text evidence, and use context to determine word meaning to support my interpretation of text.
- I can identify the genre characteristics of all genres and explain how they are different from each other.
- I can identify how literary characters are developed through stage directions and dialogue and how they influence plot and resolutions.
- I can analyze poetry for figurative language, imagery, diction, mood, voice and tone.
- I can analyze drama for characterization, plot, and theme.
- I can synthesize new understanding by reading for theme in text, and synthesize across multiple texts to draw conclusions about theme and characterization from multiple texts.
- I can use mentor text to identify author moves, such as figurative language, imagery, and diction, to emulate them in my own writing to become a better writer.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing poetry.
- I can use independent reading of my own self-selected texts to improve my reading skills.

Questions to Check for Unit Understanding

- What connections can be made within and across genres/texts?
- How does figurative language create mood and tone?
- How does plot develop characters, conflict and theme?

Key Academic Vocabulary

- Excerpt: a part or piece of writing
- Synthesize: taking inferences and applying them to create new meaning beyond the text(s)
- Generalize: taking inferences and making broad or general statements or ideas

Unit 9: One Choice that Impacts Many - Research

Student Learning Targets

- I can determine the organizational pattern used in a text and how it strengthens the argument.
- I can identify the main idea (claim, thesis) of a text.
- I can evaluate the author's use of figurative language to determine how effective it is to the text.
- I can evaluate the text for faulty reasoning.
- I can determine the author's purpose and intended audience.
- I can work through the writing process developing a multi-paragraph essay using the research I have collected.
- I can take the research and essay I developed and present it in a creative way.

Questions to Check for Unit Understanding

- What is a topic I can research?
- What can I learn about a topic through research?
- How can I develop an essay using the research I have collected?

Key Academic Vocabulary

- Critique: a detailed analysis and assessment of something