

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI) 2007	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
	<p>A1. Interconnected Elements</p> <p>Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetic</i>, and <i>fluency</i>.</p> <p>a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text (s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a variety of strategies including understanding and explaining that similar and related words can express different <i>shades of meaning</i>.</p> <p>d. Use the origins and meanings of foreign words that are frequently used in English to aid comprehension as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments, and making connections between prior knowledge and multiple texts.</p>	<ul style="list-style-type: none"> • Use new school-wide spelling program to enhance use and knowledge of the origins and meanings of foreign words • Use knowledge of Greek and Latin roots • Use principals of syllable juncture & basic spelling patterns with polysyllabic words • Break down words into morphemic segments which gives cues to the words meanings • Stress pattern • Spelling Connections • Use classically derived forms • Know/use frequently misspelled words correctly • Summarize parts and whole texts by responding to specific prompts and support response with specific examples. 	<ul style="list-style-type: none"> • <u>Spelling Connections</u> by Zaner-Blozer • <u>Milkweed</u> by Jerry Spinelli • <u>Eats, Shoots, Leaves</u> • <u>The Diary of Anne Frank</u> and or <u>Anne Frank:Life in Hiding</u> • <u>Give a Boy a Gun</u> by Todd Strasser • <u>Bullying in Schools</u> by Paul Langan • <u>Children We Remember</u> by Ables <p>Some combos of the following: <u>Quake</u> by Gail Karwoski <u>Into the Firestorm</u> by Deborah Hopkinson <u>Blizzard</u> by Jim Murphy</p>	<p>ELA Common Assessment-Grade 7</p>

	<p>A2. Literacy Texts</p> <p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics noting how structural features and common literary devices help shape the reader's response.</p> <p>a. Analyze an author's characterization techniques including the <i>character's</i> thoughts, words, and actions; the <i>narrator's</i> description; and the thoughts, words, and actions of other characters.</p> <p>b. Identify events that advance the <i>plot</i> and determine how each event explains past or present action or foreshadows future action.</p> <p>c. Contrast points of view including first person, third person, limited and omniscient in a literary text.</p> <p>d. Identify the relationship between the use of <i>literary devices</i> and a writer's style to understand the text.</p> <p>e. Compare how similar themes are presented in different works.</p> <p>f. Identify how meaning is conveyed in <i>poetry</i> through word choice, sentence structure, line length, and punctuation.</p> <p>g. Analyze the characteristics of various genres of literature and their purposes.</p>	<ul style="list-style-type: none"> • Identify elements of literature: Plot, setting, theme, conflict (versus self, nature, society, etc.), character, climax • Identify devices of literature: lead, foreshadow, simile, metaphor, symbolism, flashback, dialogue, subtext, theme, poetic devices, characterization, irony • Identify narrator's point of view in a text • See how similar themes are presented through different readings in thematic units • Be able to identify & use a variety of poetic devices • Read from a variety of genres for enjoyment, to gather information, to follow directions, determine authors point of view and purpose, to explore themes 	<p><u>Trouble Don't Last</u> by Pearsall Various WWII setting books <u>Rose Blanche</u> <u>Fiddler on the Roof</u> by Joseph Stein <u>I Was There</u> by Richter <u>Friedrich</u> by Richter <u>The Upstairs Room</u> by Reiss <u>Stones in the Water</u> by Napoli Various science fiction stories <u>Something Permanent</u> by Rylant <u>Night</u> by Wiesel <u>Terrible Things</u> by Eve Bunting</p> <p>Various Revolutionary War texts: <u>Sarah Bishop</u> by Scott O'Dell <u>My Brother Sam is Dead</u> by James Collier <u>April Morning</u> by Howard Fast <u>Winter of Red Snow</u> by Kristiana Gregory (Dear America Series) <u>Journal of William</u> <u>Thomas Emerson</u> by Barry Denenburg</p>	<p>ELA Common Assessment-Grade 7</p> <p>Spelling Connections program</p>
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	<p>A3. Informational Texts</p> <p>Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.</p> <p>a. Create and revise questions that can be answered by using <i>text structures</i> and information found within texts.</p> <p>b. Analyze the amount of coverage and organization of ideas in varied informational materials.</p> <p>c. Draw conclusions about a text and its purpose, and support them with evidence from the text.</p> <p>d. Make comparisons about information from several passages or articles from different texts.</p> <p>e. Follow multi-step instructions in a technical manual or content area text to complete a task or use a simple device.</p>	<ul style="list-style-type: none"> • Know and be able to use parts of an informational text: <ul style="list-style-type: none"> a. Table of Contents b. Index c. Glossary d. Headings/subheadings e. Captions f. Charts/graphs, etc. • Be able to critique informational texts for organization, amount & quality of information, and structure • Be able to i.d. a text’s purpose and support with examples from text • Be able to research a topic using articles from different types and pieces of non fiction texts and pull out relevant information 	<p><u>How to Teach the Boring Stuff Series</u></p> <ul style="list-style-type: none"> • Caps • Commas • Quotation marks <p>Write Source 2000 <u>Swear to Howdy</u> by Van Drannen</p> <p>Various news articles and editions</p>	<p>ELA Common Assessment-Grade 7</p>
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	<p>A4. Persuasive Texts</p> <p>Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.</p> <p>a. Recognize organizational patterns of compare/contrast, proposition/support, and problem/solution in an argument to aid comprehension.</p> <p>b. Identify and use ways to detect bias.</p> <p>c. Identify problems with an author’s use of figures of speech, logic, or reasoning.</p> <p>d. Make reasonable judgments about a text through accurate, supporting evidence.</p> <p>e. Identify purpose and intended audience of a text.</p> <p>f. Identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, testimonial, hyperbole, and loaded words.</p>	<ul style="list-style-type: none"> • I.d. authors purpose for writing as well as point of view and bias • Critique a persuasive text and support with examples from the text • Address problems such as reasoning and logic • Address use of rhetorical devices such as band wagon, peer pressure, repetition, testimonial, etc. 		<p>ELA Common Assessment-Grade 7</p>
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	<p>B1. Interconnected Elements</p> <p>Students use a <i>writing process</i> to communicate for a variety of audiences and purposes.</p> <p>a. Determine a purpose for writing.</p> <p>b. Decide which information is included to achieve the desired purpose.</p> <p>c. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Write to achieve a specific purpose.</p> <p>f. Create <i>legible</i> final drafts.</p>	<ul style="list-style-type: none"> • Participate in self & peer “out loud” conferences, make revisions & omissions to complete a final legible draft • Respond to a prompt in a specific time • Edit for standard English conventions • Write for a variety of audiences and for different purposes • Participate in teacher conferences and revise based on teacher feedback. 		<p>ELA Common Assessment-Grade 7</p>

	<p>B3. Argument/Analysis</p> <p>Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.</p> <p>a. Summarize and paraphrase and/or explain information from reading, listening, or viewing.</p> <p>b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.</p>	<ul style="list-style-type: none">• Use writing process to summarize and paraphrase information from readings, listening, and viewing.• Form an opinion and write a debate constructive essay that uses cited facts and opinions.		<p>ELA Common Assessment-Grade 7</p>
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	<p>B4. Persuasive</p> <p>Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.</p> <p>a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that supports an idea using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, or positions of others.</p>	<ul style="list-style-type: none">• Write an editorial that is intended to influence beliefs or positions of others, addressing several points of view.		<p>ELA Common Assessment-Grade 7</p>
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	<p>C1. Research</p> <p>Students propose and revise research questions, collect information from a wide variety of <i>primary and/or secondary sources</i>, and follow the conventions of documentation to communicate findings.</p> <p>a. Determine the nature and extent of information needed.</p> <p>b. Locate and access relevant information.</p> <p>c. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p> <p>d. Distinguish between <i>primary and secondary sources</i>.</p> <p>e. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>.</p> <p>f. Use additional sources to resolve contradictory information.</p> <p>g. Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.</p> <p>h. Present findings by paraphrasing, quoting sources, and using proper <i>citation</i>.</p> <p>i. Use information ethically and legally.</p>	<ul style="list-style-type: none"> • Research topics and locate appropriate and a variety of sources. • Take notes/organize and critique the reliability of the information. • Appropriately cite and paraphrase information used in parenthetical citations/works cited/bibliography. 		<p>ELA Common Assessment-Grade 7</p>

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	<p>D1. Grammar and Usage</p> <p>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <p>a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.</p> <p>b. Use compound complex sentences.</p> <p>c. Use active and passive voices effectively.</p>	<ul style="list-style-type: none"> • Use a variety of sentence structures. • Identify and use nouns, pronouns, adjectives, etc. correctly. • Use resources (i.e. thesaurus) to use rich vocabulary and a variety of words. • Use/identify active/passive voice effectively. 		<p>ELA Common Assessment-Grade 7</p>

	<p>D2. Mechanics</p> <p>Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</p> <p>a. Use correct capitalization and punctuation including commas and semi-colons.</p> <p>b. Correctly spell frequently misspelled words and common <i>homophones</i>.</p>	<ul style="list-style-type: none">• Know rules of capitalization.• Independently self-edit for mechanics:<ul style="list-style-type: none">○ Capitals○ Intolerables○ Punctuation (especially commas, quotations, periods)○ Edit for commonly misused words (homophones)		<p>ELA Common Assessment-Grade 7</p>
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	<p>E1. Listening</p> <p>Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.</p> <p>a. Ask appropriate clarifying questions.</p> <p>b. Summarize and apply information presented.</p> <p>c. Acknowledge and build upon the ideas of others.</p>	<ul style="list-style-type: none"> • Listen to a presentation, summarize main points, and ask appropriate questions. • Summarize main points/information presented. • Engage in exchange and discussion, building on ideas of others. 		<p>ELA Common Assessment-Grade 7</p>

	<p>E2. Speaking</p> <p>Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a. Organize and present information logically.</p> <p>b. Adjust volume, tone, eye contact, and gestures to suit the audience.</p> <p>c. Use conventions of <i>Standard American English</i>.</p> <p>d. Seek feedback and revise to improve effectiveness of communication.</p> <p>e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.</p>	<ul style="list-style-type: none"> • Students will be able to plan and present an opening speech in a logical manner. • Use effective public speaking tools: <ul style="list-style-type: none"> ○ Eye contact ○ Gestures ○ Tone ○ Volume ○ Inflection • Use feedback from peers & teachers to improve public speaking. 		<p>ELA Common Assessment-Grade 7</p>
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