

**ELA 7 Quarter 1 Priority Standards and Skills**

Standards	Skills	Notes
<p><b>Reading</b>            RL.1            RL.3            RL.6</p> <p>RI.1            RI.2            RI.6            RI.9</p> <p><b>Writing</b>            W.2a-c            W.3a-e            W.4            W.5            W.6            W.7            W.9            W.10</p> <p><b>Language</b>            L.1a-b            L.2a-b            L.3            L.4a-c            L.5</p> <p><b>Speaking and Listening</b>            SL.1a-c            SL.4            SL.5            SL.6</p>	<ul style="list-style-type: none"> <li>● explain characteristics of a fable</li> <li>● conduct an interview with an elder</li> <li>● write a narrative</li> <li>● use a variety of transition words/phrases to convey sequence</li> <li>● provide a conclusion that logically follows from the narration</li> <li>● with guidance and support, develop and strengthen writing</li> <li>● use technology to produce writing</li> <li>● identify twelve Inupiat values</li> <li>● retell traditional story</li> <li>● develop a fable based on Inupiat values</li> <li>● present a fable in written form and orally</li> <li>● demonstrate command of standard English</li> <li>● Use dialogue, pacing, description to develop events and characters in narrative</li> <li>● Use precise, descriptive language to develop experiences and events in narrative</li> <li>● identify audience, topic, and purpose</li> <li>● identify appropriate organizational structure for type and purpose of writing</li> <li>● how to use quotations in writing</li> </ul>	<p><b>Terms to Know:</b></p> <ul style="list-style-type: none"> <li>● fable</li> <li>● Inupiat values</li> <li>● literary elements</li> <li>● plot</li> <li>● setting</li> <li>● characters</li> <li>● introduction</li> <li>● body</li> <li>● rising action</li> <li>● climax</li> <li>● falling action</li> <li>● resolution</li> <li>● conflict</li> <li>● morals</li> <li>● conclusion</li> <li>● edit</li> <li>● revise</li> <li>● interview</li> <li>● protagonist</li> <li>● antagonist</li> <li>● character traits</li> <li>● direct and indirect characterization</li> <li>● point of view</li> <li>● inference</li> <li>● perspective</li> <li>● dramatic monologue</li> <li>● memoir</li> <li>● novel</li> <li>● excerpt</li> <li>● blog</li> <li>● independent and dependent clauses</li> </ul> <p><b>Possible Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● LA 7 Arctic Fables *R unit (located in Atlasrubicon)</li> <li>● “Two Kinds” by Amy Tan</li> <li>● “A Simple Act” by Tyler Jackson</li> <li>● excerpt from An Invisible Thread by Laura Scroff &amp; Alex Tresniowski</li> </ul>

		<ul style="list-style-type: none"> <li>• excerpt from Mom &amp; Me &amp; Mom by Maya Angelou</li> <li>• (Video) Learning to Love My Mother by Maya Angelou and Michael Maher</li> </ul>
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### ELA 7 Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p><b>Reading</b>            RL.3</p> <p>RI.1            RI.3            RI.5</p> <p><b>Writing</b>            W.2a-f            W.6            W.8</p> <p><b>Speaking and Listening</b>            SL.1            SL.2            SL.4            SL.5            SL.6</p> <p><b>Language</b>            L.1a-d            L.2a-b            L.3            L.4a, c            L.5a,b            L.6</p>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey accurate, relevant information</li> <li>• Use technology to produce writing and link to and cite sources following a given format</li> <li>• Gather relevant, credible information from a variety of multiple sources</li> <li>• Include multimedia components and visual displays in presentations to clarify claims and findings</li> <li>• demonstrate command of the conventions of standard English grammar</li> <li>• how to follow copyright laws</li> <li>• writing process</li> <li>• Read and evaluate a written or digital article to determine relevance to topic/project/purpose</li> <li>• Find most appropriate template from given choices for purpose/topic/project/audience</li> <li>• Identify audience</li> <li>• Create a multimedia presentation to effectively communicate about topic</li> </ul>	<p><b>Terms to Know:</b></p> <ul style="list-style-type: none"> <li>• nonfiction</li> <li>• citations</li> <li>• credible source(s)</li> <li>• expository text</li> <li>• relevant</li> <li>• audience</li> <li>• purpose</li> <li>• tone</li> <li>• copyright laws</li> <li>• writing process</li> <li>• collaboration</li> <li>• multimedia</li> <li>• action verb</li> <li>• linking verb</li> <li>• memoir</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>• LA 7: What Lives Under My House--Animals of NS *R unit (in Rubiconatlas)</li> <li>• Thank You, M'am by Langston Hughes</li> <li>• excerpt from An American Childhood by Annie Dillard (memoir)</li> <li>• A Young Tinkerer Builds a Windmill, Electrifying a Nation (news article) by Sarah Childress</li> </ul>

### ELA 7 Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p><b>Reading</b>  RL.1  RL.2  RL.4  RL.9</p> <p>RI.1  RI.2  RI.4  RI.5  RI.6  RI.8</p> <p><b>Writing</b>  W.1a-e  W.4  W.5  W.6  W.7  W.8  W.9a-b  W.10</p> <p><b>Speaking and Listening</b>  SL.1  SL.3  SL.4  SL.5  SL.6</p> <p><b>Language</b>  L.1a-c  L.2a-b  L.3  L.4a-d  L.6</p>	<ul style="list-style-type: none"> <li>● Prepare an argument (written and/or oral) to support claims with clear reasons and relevant evidence</li> <li>● Choose an issue and research what needs to be done to improve the situation and develop a solution</li> <li>● Introduce claims, acknowledge opposing claims</li> <li>● Organize evidence</li> <li>● Support claims with logical reasoning and accurate evidence</li> <li>● Cite sources accurately using a given format</li> <li>● With guidance, develop and strengthen writing (using the writing process)</li> <li>● Use technology to produce writing and collaborate with others during the writing process</li> <li>● Gather relevant, credible information from multiple sources</li> <li>● Determine credible sources</li> <li>● Provide a coherent concluding statement or section that logically follows from the presented argument</li> <li>● determine the genre of a text</li> <li>● describe characteristics of genres</li> <li>● determine the main idea or theme of selected texts</li> <li>● Evaluate the soundness of the speaker’s evidence</li> <li>● how to use context clues to determine meaning of new words</li> </ul>	<p><b>Terms to Know:</b></p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Audience</li> <li>● Tone</li> <li>● Credible</li> <li>● Claim</li> <li>● Counterclaim</li> <li>● Relevant</li> <li>● Evidence</li> <li>● Citation</li> <li>● MLA</li> <li>● thesis</li> <li>● fact</li> <li>● opinion</li> <li>● anecdote</li> <li>● statistics</li> <li>● conclusion</li> <li>● transition</li> <li>● sentence fluency</li> <li>● word choice</li> <li>● paraphrase</li> <li>● coherent</li> <li>● elaborate</li> <li>● voice</li> <li>● historical fiction vs history</li> <li>● Text Structure of news articles</li> <li>● context clues</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>● LA 7 Persuasive Writing Intro Unit *R (in Rubiconatlas)</li> <li>● LA 7 Sisualik of Pinusugruk *XL *R (in Rubiconatlas)</li> <li>● “Danger! This Mission to Mars Could Bore You to Death!” (news article) by Maggie Koerth-Baker</li> <li>● “Future of Space Exploration Could See Humans on Mars, Alien Planets” (news article) by Nola Taylor Redd</li> <li>● (Interview) Neil deGrasse Tyson on the Future of U.S. Space Exploration after Curiosity by Keith Wagstaff</li> </ul>

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## ELA 7 Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
<p><b>Reading</b>            RL.1            RL.2            RL.4            RL.5            RL.7</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b>            L.1a-c            L.2a-b            L.3            L.4a-d</p> <p><b>Writing</b>            W.2a-f            W.4            W.5            W.6</p>	<ul style="list-style-type: none"> <li>● identify how the poet's work reveals his/her attitude and perception of life.</li> <li>● compare the effectiveness of literary elements in two poems by authors from different cultures.</li> <li>● compare/contrast characters and events in poems to characters and events in life.</li> <li>● compare how authors from the same time period treat a similar theme.</li> <li>● compare symbolism used in poetry to symbolism used in other genres.</li> <li>● identify examples of poetic devices in selected texts.</li> <li>● utilize poetic devices in writing their own poems.</li> <li>● write an analytical essay discussing the use of symbolism in a selected text.</li> </ul> <p><b>Possible Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student poems demonstrating specified poetic devices</li> <li>● Compare/Contrast essay</li> <li>● Analytical essay discussing the use of symbolism in a selected text</li> </ul>	<p><b>Terms to Know:</b></p> <ul style="list-style-type: none"> <li>● language of poetry</li> <li>● author's style and voice</li> <li>● literary elements, sound devices in poetry</li> <li>● symbolism</li> <li>● genre</li> <li>● ballad</li> <li>● limerick</li> <li>● sonnet</li> <li>● simile</li> <li>● metaphor</li> <li>● extended metaphor</li> <li>● imagery</li> <li>● paradox</li> <li>● persona/speaker</li> <li>● repetition</li> <li>● figurative language</li> <li>● verse</li> <li>● prose</li> <li>● implicit vs explicit</li> <li>● rhythm</li> <li>● rhyme scheme</li> <li>● meter</li> </ul> <p><b>Suggested Materials:</b></p> <ul style="list-style-type: none"> <li>● Crossover (anthology)</li> <li>● Casey at the Bat</li> <li>● It Was a Long Time Before / Abuelito Who</li> <li>● One Perfect Rose/Song for an April Dusk</li> <li>● maggie and milly and molly and may/who are you, little i/old age sticks</li> <li>● Scaffolding/The World Is Not a Pleasant Place to Be/Annabel Lee</li> </ul>

		<ul style="list-style-type: none"><li>• The Charge of the Light Brigade/The Highwayman (with newspaper account)</li><li>• Two Haiku/Fireflies/Fireflies in the Garden</li><li>• Jabberwocky/Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out/Two Limericks</li><li>• My Mother Enters the Work Force/Washington Monument by Night</li><li>• Mother to Son</li><li>• To James</li><li>• Lineage</li><li>• Family</li><li>• Turtle Watchers</li><li>• The Sparrow</li></ul>
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