

HPS Scope & Sequence
K-8 Grade Level Essential Skills
DRAFT
August 2009

Grade Level: 7
Subject: English Language Arts

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).






During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

HPS Scope Sequence
DRAFT Aug. 2009
7th Grade
ELA/Quarterly

Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			42		
						

Essential Skills Taught throughout the Year






R.CM.07.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Make personal connections to literature through writing and speaking	Y		Written Response (EX: Write or verbally discuss personal experiences related to the reading)	theme perspective assess peer editing group
R.CS. 07.01	analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	Y		Rubric, checklist, peer checklist	conflict tention theme multicultural genre mystery poetry memoir

Quarter 1 Exclusively

R.NT.07.01	identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic literature recognized for quality and literary merit.	Compare conflicts that occur in literature to students' own lives	1	5	Oral and written responses (e.g. journal entries and class discussions)	drama myth antagonist protagonist internal and external
R.NT.07.02	analyze the structure, elements, style, and purpose of narrative genre in mystery .	Understand the characteristics of different types of literature	1	5	Graphic organizers, Journal entries, Quizzes, Written Responses	conflict abstract theme overstatement understatement
R.NT.07.03	analyze the role of antagonists .	Analyze different types of characters, conflicts, and themes in literature	1	2	Written repsonses, Character webs	exaggeration idiom analogy
R.NT.07.04	analyze author's craft including the use of antagonists .	Identify and analyze an author's use of different literary elements	1	3	Written and oral responses, quizzes, graphic organizers	metaphor simile






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Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			42		
						
R.WS.07.02	use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.	Understand the relationships between words	1	3	Interactive word games, Written Responses (e.g. journaling)	root affix syllable summarize narrative informational text context clues, technical terms, semantic analysis internal/external conflict antagonist / protagonis personification drama legend mystery myth draft leads
R.CM.07.02	retell through concise summarization grade-level narrative and informational text.	Summarize what you have read	1	5	Written Response, Visual and/or artistic representation of text (EX: Write a summary of what was read, create an illustration representing what was read, orally retell/summarize what was read, roleplay or perform a skit)	
R.WS.07.07	determine the meaning of words and phrases in context, including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.	Understand the meanings of words used in different subject areas	1	4	Interactive language practice, Quizzes, Written Responses	
W.GN.07.01	write a cohesive narrative piece, such as a mystery , that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	Write different types of literature	1	5	Write a narrative that represents a particular genre; use genre-specific rubrics and checklists	






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	Students will			42		
						
W.PR.07.04	draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	Write a story or essay following specific guidelines	1	10	Rough drafts, peer editing, revision	

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Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			40		
						

Essential Skills Taught throughout the Year






R.CM.07.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Make personal connections to literature through writing and speaking	Y		Written Response (EX: Write or verbally discuss personal experiences related to the reading)	theme perspective assess peer editing group
R.CS. 07.01	analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	Y		Rubric, checklist, peer checklist	conflict tention theme multicultural genre mystery poetry memoir

Quarter 2 Exclusively

R.NT.07.01	identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic literature recognized for quality and literary merit.	Compare conflicts that occur in literature to students' own lives	2	5	Oral and written responses (e.g. journal entries and class discussions)	drama myth antagonist protagonist internal conflict
R.NT.07.02	analyze the structure, elements, style, and purpose of narrative genre in poetry & memoir .	Understand the characteristics of different types of literature	2	5	Graphic organizers, Journal entries, Quizzes, Written Responses	external conflict abstract theme overstatement understatement
R.NT.07.03	analyze the role of protagonists .	Analyze different types of characters, conflicts, and themes in literature	2	2	Written responses, Character webs	metaphor simile caption
R.NT.07.04	analyze author's craft including the use of protagonists .	Identify and analyze an author's use of different literary elements	2	3	Written and oral responses, quizzes, graphic organizers	diagram appendices






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Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			40		
						
R.IT.07.03	explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.	Demonstrate understanding of how authors use different literary elements	2	5	Written narrative such as a story that includes these different literary elements	SQP3R pattern guide metacognition personification drama legend mystery myth pre-writing position statement supporting evidence problem statement solution compare/contrast revise style voice rubric checklist
R.MT.07.02	plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	Understand a variety of reading strategies - thinking about what you are reading	2	5	Text notes, Journaling, Discussion Groups, Oral Response	
W.GN.07.01	write a cohesive narrative piece, such as a poem , that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	Write different types of literature	2	5	Write a narrative that represents a particular genre; use genre-specific rubrics and checklists	
W.PR.07.02	apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	Organize ideas before writing	2	5	Complete graphic organizer of student choice prior to writing (Four-Square, Venn Diagram, Web, Outline)	






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	Students will			40		
						
W.PR.07.03	revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	Rewrite drafts to ensure improvement is made and all necessary elements are present	2	5	Rubric, checklist, peer checklist	

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Quarter 3

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						

Essential Skills Taught throughout the Year






R.CM.07.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Make personal connections to literature through writing and speaking	Y		Written Response (EX: Write or verbally discuss personal experiences related to the reading)	theme perspective assess peer editing group conflict
R.CS. 07.01	analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	Y		Rubric, checklist, peer checklist	tension multiculture genre mystery poetry memoir drama myth

Quarter 3 Exclusively

R.NT.07.01	identify how the tensions among characters, communities, themes, and issues are related to their own experiences in multicultural literature recognized for quality and literary merit.	Compare conflicts that occur in literature to students' own lives	3	4	Oral and written responses (e.g. journal entries and class discussions)	antagonist protagonist internal conflict external conflict abstract theme
R.NT.07.02	analyze the structure, elements, style, and purpose of narrative genre in drama .	Understand the characteristics of different types of literature	3	5	Graphic organizers, Journal entries, Quizzes, Written Responses	overstatement understatement exaggeration
R.NT.07.03	analyze the role of internal and external conflict .	Analyze different types of characters, conflicts, and themes in literature	3	2	Written repsonses, Character webs	personification drama legend
R.NT.07.04	analyze author's craft including the use of overstatement and under statement .	Identify and analyze an author's use of different literary elements	3	3	Written and oral responses, quizzes, graphic organizers	position thesis statement supporting evidence






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Quarter 3

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						
W.GN.07.01	write a cohesive narrative piece, such as drama , that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	Write different types of literature	3	5	Write a narrative that represents a particular genre; use genre-specific rubrics and checklists	counterargument perspective point of view effective audience evidence persuasive non-verbal cues fact opinion validity
W.GN.07.02	write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g. position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.	Write an organized research report	3	10	Write a research report using a variety of resources	
W.GN.07.03	formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a final presented project using the writing process.	Develop a thesis statement that is based upon research	3	2	Write a thesis statement to be used in a research report	
S.CN.07.01	adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	Speak or write to a specified audience	3	3	Rubric, observation, presentation, self-assessment, peer-assessment	






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	Students will			41		
						
S.DS.07.04	plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	Give an informational speech/presentation	3	5	Deliver a planned oral presentation	
L.CN.07.01	distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.	Listen to and evaluate a variety of speeches	3	2	response rubrics, oral and written responses	

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Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		
						

Essential Skills Taught throughout the Year






R.CM.07.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Make personal connections to literature through writing and speaking	Y		Written Response (EX: Write or verbally discuss personal experiences related to the reading)	theme perspective assess peer editing group conflict
R.CS. 07.01	analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	Y		Rubric, checklist, peer checklist	tension multicultural genre mystery poetry memoir drama myth

Quarter 4 Exclusively

R.NT.07.01	identify how the tensions among characters, communities, themes, and issues are related to their own experiences in contemporary literature recognized for quality and literary merit.	Compare conflicts that occur in literature to students' own lives	4	5	Oral and written responses (e.g. journal entries and class discussions)	antagonist protagonist internal conflict external conflict abstract theme overstatement
R.NT.07.02	analyze the structure, elements, style, and purpose of narrative genre in myths and legends .	Understand the characteristics of different types of literature	4	5	Graphic organizers, Journal entries, Quizzes, Written Responses	understatement exaggeration persuasive essay brochure
R.NT.07.03	analyze the role of abstract themes .	Analyze different types of characters, conflicts, and themes in literature	4	2	Written responses, Character webs	autobiography biography sequential
R.NT.07.04	analyze author's craft including the use of exaggeration .	Identify and analyze an author's use of different literary elements	3	3	Written and oral responses, quizzes, graphic organizers	compare/contrast cause/effect






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Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		
						
R.IT.07.01	analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	Understand the characteristics of different informational texts	4	5	Quizzes, Written Responses (e.g. graphic organizers, stories, and essays)	personification legend verb tense participial phrase adverb parentheses singular possessives plural possessives slang dialect colloquial language
R.IT.07.02	analyze organizational text patterns including sequential, compare/contrast, and cause/effect.	Determine how a text is organized	4	5	Talking to the text, outlining, graphic organizer	
W.GN.07.01	write a cohesive narrative piece, such as legend , that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	Write different types of literature	4	5	Write a narrative that represents a particular genre; use genre-specific rubrics and checklists	
W.GR.07.01	correctly use style conventions in the context of writing (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	Write effective sentences	4	8	Demonstrate improvement to drafts through revision	

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Quarter 4

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	Students will			43		
						
S.CN.07.02	speake effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.	Create interesting presentations by using creative language	4	5	Written and delivered narrative or drama	