

7th Grade English

This framework is designed to provide teacher flexibility and discretion in texts, support, and scaffolding, while also providing district-wide common writing assessments. This is not a complete curriculum, rather a framework with the expectation that supplemental materials will be added at the site or classroom level.

Text choices are flexible to allow for teacher and site discretion; however, culminating assessments should be universal across the district. During the first semester we will assess informative/explanatory writing and narrative writing on a common rubric. During the second semester we will assess an argumentative essay with an acknowledged claim. Teachers are encouraged to use these tasks to assess their students as readers and writers. CAs may be collaboratively assessed at the district level. Teachers may use this task OR the simplified District Common Assessment Task.

Big Ideas/ Quarter	7 th Grade Essential Standards/Supporting Standards	Common Assessment Tasks	Common Assessment Task Examples
Informational Explanatory Semester 1 Quarter 1	Essential Standards: W.7.2 RI.7.1/RI.7.1 RI/RL.7.2 Supporting Standards: L.1 W.7.4		
Narrative Semester 1 Quarter 2	Essential Standards: W.7.3 W.7.9 Supporting Standards: L.7.1, L.7.2, L.7.3 RL.7.1, RL.7.5, RL.7.6 RL.7.9 W.7.4, W.7.5, W.7.6	Write a narrative (fiction or nonfiction) on _____ that includes all the elements of plot, use effective dialogue, pacing, theme, and descriptive language to move the narrative through an engaging sequence of events to a conclusive ending.	Example: Write a narrative on <u>your most terrifying experience</u> that includes all the elements of plot, use effective dialogue, pacing, and descriptive language to move the narrative through an engaging sequence of events to a conclusive ending.

Big Ideas/ Quarter	7 th Grade Essential Standards/Supporting Standards	Common Assessment Tasks	Common Assessment Task Examples
<p>Research & Argument</p> <p>Semester 2</p> <p>Quarter 3</p>	<p>Essential Standards:</p> <p>W.7.1 W.7.8 RI/L.1 RI.L.7.2 RI/RL.3</p> <p>Supporting Standards:</p> <p>L.7.1 L.7.2 L.7.3 RI/RL7.5 RI.7.6 RL.7.7 W.7.6 W.7.9</p>	<p>[Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your decision with evidence from your research.</p> <p>(Argumentation/Cause-Effect)</p>	<p>Example: Does advertising have a negative effect on youth? After researching online articles related to advertising, write an essay in which you argue the effect of advertising on youth. Support your decision with evidence from your research.</p> <p>Example: After researching junk food and its effect on youth, write an essay in which you argue whether junk food should or should not be sold in schools. Support your decision with evidence from your research.</p> <p>Example: After researching online texts, write an essay in which you argue whether uniforms should be or should not be required in school. Support your decision with evidence from your research.</p>

Big Ideas/ Quarter	7 th Grade Essential Standards/Supporting Standards	Common Assessment Tasks	Common Assessment Task Examples
<p>Multimodal Research Multimodal And/or Digital Composition And/or Poetry/Presentation of Poetry</p> <p>Semester 2 Quarter 4</p>	<p>Essential Standards: W.7 W.9 SL.7.4 L.7.4 RL.7.4</p> <p>Supporting Standards:</p>	<p>[Insert optional question] After discussing _____ (literary, poetic stanza, informative text) analyze the author’s word choice (figurative, connotative, or technical meaning) and how it impacts your understanding of the text as a whole.</p>	<p>Example: Are school uniforms beneficial to students and schools? After discussing online articles on school uniforms, collaborate with classmates to create a 5-minute presentation in which you identify a problem with school uniforms and propose a solution. Support your position with evidence from your research. (Argumentation/Problem-Solution)</p> <p>Example: After discussing the first stanza in the poem “We Real Cool” by Gwendolyn Brooks, analyze the author's word choice (figurative, connotative, or technical meaning) and how it impacts your understanding of the text as a whole.</p> <p>Example: Words carry a lot of meaning. After discussing “The Road Not Taken” by Robert Frost, analyze the author’s diction and how it impacts your understanding of the text as a whole.</p>

Additional Resources

WCSD Approved Reading List: <https://tinyurl.com/3n5z9whn>