



Reading/English Language Arts 7

Prince George's County Public Schools

School Year: _____

Prerequisites: Successful completion of Reading/English Language Arts (RELA) 6

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

Course Name/Number:

Class Time:

TEXT: Pearson *My Perspectives*, Grade 7, Various Non-fiction articles, Selected Novels

OVERVIEW:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will be required to read a variety of complex texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their interpretations with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as analysis, narration and argument. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. They will also participate in quarterly book clubs and cumulative projects based on quarterly themes. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21st century.

Each student is expected to complete independent assignments and projects as well as at least 30 minutes of reading daily.

GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase in complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to build logical arguments, compose papers of literary analysis, and construct text-based narratives.
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.

GRADING:

Middle Grades Reading/English Language Arts (6-8)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their understanding and application of Maryland College and Career-Ready Standards for English Language Arts found in the Reading/English Language Arts Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<i>Includes all work begun and/or completed in class such as:</i> • Evidence-Based Selected Responses (EBSR) • Essays (Prose Constructed Responses - PCR) • Student journals • Class discussions • Group/cooperative activities • Multi-media presentations • Text-based vocabulary and grammar activities • Participation • Other tasks as assigned	35%
Independent Assignments	<i>Includes all work completed separately from the teacher and/or outside of the class setting such as:</i> • Readings and/or related tasks • Evidence-Based Constructed Responses • Student journals • Other tasks as assigned	25%
Assessment	<i>Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including:</i> • Quarterly Culminating Assessments • Portfolios • Multi-media presentations/projects • Research Simulation Tasks • Literary Task • Narrative Task • Research and/or projects • Oral presentations	40%

Your grade will be determined using the following scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	E

Student's Name

Parent's/Guardian's Signature

Date

Reading/English Language Arts (RELA) 7 Course at a Glance

Quarter 1	Quarter 2
Theme: Facing Adversity - How do we overcome obstacles? <u>Instructional Focus</u> Reading Informational Text: Memoir, Personal Narratives Reading Literature: Narrative Short Story Writing: Writing Informational/Explanatory Essay & Narratives - Summary - Narrative Writing Culminating Activity: Digital Memoir Novel Study/Book Club: Selected titles will vary by school/class <u>Assessments</u> Reading Inventory, Narrative Writing, Digital Memoir	Theme: Generations - What can one generation learn from another? <u>Instructional Focus</u> Reading Informational Text: Informational Articles, Interviews Reading Literature: Narratives, Short Stories, Poetry Writing: Writing Informational/Explanatory Essay & Text-based Narratives - Literary Analysis – Theme, Characters and Conflict Culminating Activity: Oral History Interview Novel Study/Book Club: Selected titles will vary by school/class <u>Assessments</u> Literary Analysis Task, Oral History/Informational Interview, Quarterly Benchmark
Quarter 3	Quarter 4
Theme: People and the Planet - What effects do people have on the environment? <u>Instructional Focus</u> Reading Informational Text: Arguments, Articles, Political Cartoons, Infographics, Public Service Announcements Writing: Writing Informational/Explanatory Essay and Arguments - Informative/Explanatory - Argument Culminating Activity: Argument PSA Novel Study/Book Club: Selected titles will vary by school/class <u>Assessments</u> Reading Inventory, Quarterly Benchmark, Informative/Explanatory Task, Argument Task, PSA	Theme: A Starry Home - Should we make a home in space? <u>Instructional Focus</u> Reading Literature – Drama, Science Fiction, Fantasy Writing: Literary Analysis Essay & Narratives - Literary Analysis – Literary Elements Culminating Activity- Digital Story Novel Study/Book Club: Selected titles will vary by school/class <u>Assessments</u> Maryland Comprehensive Assessment Program (MCAP), Literary Analysis, Digital Story, Quarterly Benchmark

Key English Language Arts Literacy Shifts

Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 30 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child
- Initiate discussions about the details of the non-fiction text.

2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

3. Read more challenging material closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

5. Write non-fiction using evidence.

- Encourage your child to write in journals, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/ plays/ lyrics/ poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, television, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.