



Noble Middle School

Our mission is to foster a school with academic rigor supported by excellent instructional strategies. We believe that every student can learn and should be challenged to achieve his/her potential. We strive to ensure that students feel safe in an atmosphere of mutual support, respect, and consideration of the rights of others. Students, staff, parents, and the community of Noble Middle School will work with passion and persistence toward our goals.

Grade 7 English Language Arts Year at a Glance

Common Core Standards Key:

RL=Reading Standards for Literature

RI=Reading Standards for Informational Text

L=Language Standards

W=Writing Standards

SL=Speaking/Listening Standards

Semester 1

September - November (45 Days)	Unit 1: Informational Text	Proficiency in Infinite Campus: Informational Text	Common Core Focus Standards: SL.7.2, RI.7.2, RI.7.3, RI.7.4, RI.7.7, RI.7.10, W. 7.2
November - January (30 days)	Unit 2: Research/Argument	Proficiency in Infinite Campus: Research/Argument	Common Core Focus Standards: SL.7.3, SL.7.4, SL.7.5, L.7.2, RL.7.1, RI.7.1, RI.7.6, RI.7.8, RI.7.9, W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10

Semester 2

January - February (30 days)	Continuation of Unit 2: Research/Argument	Proficiency in Infinite Campus: Research/Argument	Common Core Focus Standards: SL.7.3, SL.7.4, SL.7.5, L.7.2, RL.7.1, RI.7.1, RI.7.6, RI.7.8, RI.7.9, W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10
March - June 45 days	Unit 3: Analyzing Literature	Proficiency in Infinite Campus: Analyzing Literature	Common Core Focus Standards: SL.7.1, RI.7.5, W.7.3, W.7.9, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10

Important Note: Students are expected to be at a Secure in a proficiency by the time the unit assessment has been administered. Assessments are administered the last few days of each unit.



Noble Middle School

Our mission is to foster a school with academic rigor supported by excellent instructional strategies. We believe that every student can learn and should be challenged to achieve his/her potential. We strive to ensure that students feel safe in an atmosphere of mutual support, respect, and consideration of the rights of others. Students, staff, parents, and the community of Noble Middle School will work with passion and persistence toward our goals.

Unit 1: Informational Text

Focus Standards

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

d. Use precise language and domain-specific vocabulary to inform about or explain the topic

e. Establish and maintain a formal style

f. Provide a concluding statement or section that follows from and supports the information or explanation presented

Unit 2: Research/Argument

Focus Standards:

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



Noble Middle School

Our mission is to foster a school with academic rigor supported by excellent instructional strategies. We believe that every student can learn and should be challenged to achieve his/her potential. We strive to ensure that students feel safe in an atmosphere of mutual support, respect, and consideration of the rights of others. Students, staff, parents, and the community of Noble Middle School will work with passion and persistence toward our goals.

SL.75 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.72 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a *fascinating, enjoyable* movie but not *He wore an old[,] green* shirt).
- b. Spell correctly.

RL.71 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.71 Cite textual evidence to support analysis of text, both inferential and explicit.

RI.76 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

RI.78 Trace and evaluate the argument and specific claims in a text, assessing reasoning and relevance of evidence to support claims.

RI.79 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

W.71 Write arguments to support claims with clear reasons and relevant evidence

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
- d. Establish and maintain a formal style
- e. Provide a concluding statement or section that follows from and supports the argument presented

W.72 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension



Noble Middle School

Our mission is to foster a school with academic rigor supported by excellent instructional strategies. We believe that every student can learn and should be challenged to achieve his/her potential. We strive to ensure that students feel safe in an atmosphere of mutual support, respect, and consideration of the rights of others. Students, staff, parents, and the community of Noble Middle School will work with passion and persistence toward our goals.

- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic
- e. Establish and maintain a formal style

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused question for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: Analyzing Literature

Focus Standards

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas



Noble Middle School

Our mission is to foster a school with academic rigor supported by excellent instructional strategies. We believe that every student can learn and should be challenged to achieve his/her potential. We strive to ensure that students feel safe in an atmosphere of mutual support, respect, and consideration of the rights of others. Students, staff, parents, and the community of Noble Middle School will work with passion and persistence toward our goals.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range