



# GPS Curriculum Transparency: 7th Grade Language Arts

## Identifying Essential Skills/Content & Resource Material

| Course Title:                                                                                                | Unit:                                                            | Resources:                                                                                            |                                                                      |
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| Content Standards/Learning Goals:                                                                            | Unit Title                                                       | <u>Unit</u> : Required Resources: Textbook, additional readings, etc.                                 | <u>Unit</u> : Other Extension or Enrichment Resources: if applicable |
| I can summarize a literary passage objectively.                                                              | <b>Unit: Summarizing Fiction</b>                                 | First Day Jitters by Julie Dannenberg<br>Seventh Grade by Gary Soto                                   |                                                                      |
| I can analyze the use of history as compared with nonfiction.                                                | <b>Unit: Building Background Knowledge: A Long Walk to Water</b> | A Long Walk to Water by Linda Sue Park<br>God Grew Tired of Us Documentary<br>Water in Crisis Article |                                                                      |
| I can write an analysis or reflection on literacy and informational texts.                                   |                                                                  |                                                                                                       |                                                                      |
| I can compare and contrast two or more authors' writing on the same topic.                                   | <b>Unit: Reading Fiction</b>                                     | Home of the Brave by Katherine Applegate                                                              |                                                                      |
| I can apply and evaluate the meaning of figurative language in context.                                      |                                                                  |                                                                                                       |                                                                      |
| I can determine and analyze the meaning of figurative language in context.                                   |                                                                  |                                                                                                       |                                                                      |
| I can determine and explain the development of the author's point of view and purpose.                       |                                                                  |                                                                                                       |                                                                      |
| I can analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. |                                                                  |                                                                                                       |                                                                      |
| I can analyze context clues to determine figurative language meaning.                                        |                                                                  |                                                                                                       |                                                                      |
| I can analyze use of history as compared with                                                                | <b>Unit: History vs Fiction Essay</b>                            | A Long Walk to Water by Linda Sue Park<br>Home of the Brave by Katherine                              |                                                                      |

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| <p>fiction</p> <p>I can write an analysis or reflection on literary and informational texts</p> <p>I can write arguments to support claims in an analysis, using valid reasoning and relevant and sufficient evidence</p> <p>Draw evidence from literary or informational text to support analysis, reflection, and research</p>                                                                          |                                                    | <p>Applegate</p>                                                                           |  |
| <p>I can determine central ideas and themes of a text and analyze their development</p> <p>I can write an analysis or reflection on literary and informational texts</p> <p>I can write arguments to support claims in an analysis, using valid reasoning and relevant and sufficient evidence</p> <p>Draw evidence from literary or informational text to support analysis, reflection, and research</p> | <p><b>Unit: Common Theme Literary Analysis</b></p> | <p>A Long Walk to Water by Linda Sue Park<br/>Home of the Brave by Katherine Applegate</p> |  |
| <p>I can organize an event sequence in narrative writing.</p> <p>I can visually organize reasons with a graphic organizer.</p> <p>I can introduce characters in narrative writing.</p> <p>I can use descriptive details to develop narrative writing.</p>                                                                                                                                                 | <p><b>Unit: Creative Writing</b></p>               | <p>Rainbow Crow Pourquoi</p>                                                               |  |

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| I can capture action through the use of precise words/phrases, descriptive details, and sensory details.                                                                                                                                                                                                                                                                                                                                           |                                           |                                                |  |
| <p>I can introduce a claim to support an argument.</p> <p>I can cite textual evidence.</p> <p>I can acknowledge a counterclaim.</p> <p>I can use credible sources.</p> <p>I can distinguish one author's opinion from another.</p> <p>I can modify others' views.</p> <p>I can use the internet/technology to link or cite sources.</p> <p>I can present claims in logical order.</p> <p>I can determine if reasoning is sound and sufficient.</p> | <b>Unit: Argumentative Writing</b>        | Red Light Cameras Mentor Text                  |  |
| <p>I can make and justify inferences in non-fiction.</p> <p>I can analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>                                                                                                                                                                                                                     | <b>Unit: Identifying Literary Devices</b> | Martin Luther King Jr. "I Have A Dream" Speech |  |
| I can research and find information by using                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Unit: WWII Research Project</b>        | The Path to Nazi Genocide<br>Crash Course WWII |  |

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| <p>search terms effectively.</p> <p>I can use several sources.</p> <p>I can cite textual evidence.</p> <p>I can maintain a formal style.</p> <p>I can provide a well-written thesis statement.</p> <p>I can provide an introduction and concluding statement or paragraph.</p> <p>I can support the topic with facts, details, definitions, and quotations.</p> |                                         |                                                                                                                                                                                                                             |  |
| <p>I can compare and contrast text to another medium.</p> <p>I can compare/contrast written vs. audio or visual.</p> <p>I can make inferences.</p> <p>I can analyze interaction between characters, events, and ideas in text.</p> <p>I can determine and explain the contextual meaning of literary devices within a text.</p>                                 | <b>Unit: Reading Historical Fiction</b> | The Boy in the Striped Pajamas by John Boyne                                                                                                                                                                                |  |
| <p>I can use precise language in writing.</p> <p>I can use descriptive details to develop narrative writing.</p> <p>I can use narrative techniques such as</p>                                                                                                                                                                                                  | <b>Unit: Narrative Writing</b>          | McDougal Littell: The Language of Literature <ul style="list-style-type: none"> <li>• Thank You M'am by Langston Hughes</li> <li>• Dirk the Protector by Gary Paulsen</li> <li>• The Scholarship Jacket by Marta</li> </ul> |  |

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| <p>dialogue, pacing, and description.</p> <p>I can engage and orient the reader by establishing a context and point of view.</p>                                                                                                                                                                                                                                                                                                                               |                                 | Salinas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p>I can analyze context clues to determine figurative language meaning in allusions.</p> <p>I can analyze interactions between characters, events, and ideas in text.</p> <p>I can determine and explain the development of the author's point of view and purpose.</p> <p>I can summarize a literary passage objectively.</p>                                                                                                                                | <b>Unit: Reading Fiction</b>    | <p>Ghost by Jason Reynolds</p> <p>BBC Usain Bolt Documentary</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>I can defend and support comments. I can bring a discussion back on topic.</p> <p>I can acknowledge new information expressed by others.</p> <p>I can discuss a topic and provide evidence.</p> <p>I can pose relevant questions that elicit elaboration.</p> <p>I can organize and track progress toward goals and deadlines.</p> <p>I can relate information to justify themes. I can speak distinctly using appropriate voice level and eye contact.</p> | <b>Unit: Literature Circles</b> | <p><b>(Student Choice)</b></p> <p>Pictures of Hollis Woods by Patricia Reilly Giff</p> <p>Runner by Carl Deuker</p> <p>Patina by Jason Reynolds</p> <p>Some Kind of Courage by Dan Gemeinhart</p> <p>The Honest Truth by Dan Gemeinhart</p> <p>The Boy Who Dared by Susan Campbell Bartoletti</p> <p>Take Me to the River by Will Hobbs</p> <p>Saving Zasha by Randi G. Barrow</p> <p>Soldier Boys by Dean Hughes</p> <p>When You Reach Me by Rebecca Stead</p> <p>Restart by Gordon Korman</p> <p>The Iron Trial by Cassandra Clare and Holly Black</p> <p>A Night Divided by Jennifer Nielsen</p> <p>Theodore Boone: Kid Lawyer by John Grisham</p> <p>The Lions of Little Rock by Kristin Levine</p> <p>Michael Vey by Richard Paul Evans</p> <p>Front Desk by Kelly Yang</p> |  |

