

Essential Standards and Course Descriptions

Grade 7 Language Arts

Hortonville Middle School | Greenville Middle School

The following document has been created with our parents in mind. The purpose is to communicate with parents related to the 'essential standards' being taught for every subject and in every grade level. Included is also a brief course description written by a collaborative team of teachers representing both middle schools. As a school district, we believe very strongly that although we have two unique middle schools, both schools must ensure a guaranteed and viable curriculum. What this means is that the same 'essential' learning being taught at HMS will also be taught at GMS to ensure that EVERY student, regardless of enrollment, will be prepared to enter Hortonville High School having learned prioritized academic and behavioral expectations.

What is an 'essential standard'? Every school district adopts academic standards for every area of study. The Hortonville Area School District is no different. Unfortunately, not all standards are created equal. This means that some standards have been predetermined by the teaching faculty as most critical or 'essential' for students to learn and demonstrate before moving on to the next grade level. These standards are assessed and reported out to parents on progress reports (formerly called report cards). We sometimes call these our 'must know' standards. This is not to say that all other standards, or 'nice to know standards', are not covered, but they may not be covered to the same level as our 'essential standards'.



Below you will find a listing of courses taught at the 7th grade level in the Hortonville Area School District. Included will also be a brief course description and the 'essential standards' assessed. If you should ever have any questions, we strongly encourage parents to contact our faculty members early and often.

Subject: 7th Grade Language Arts

Course Description: Grade 7 ELA instructors will guide students through in-depth studies of the following genre: memoir, historical fiction, expository non-fiction, and contemporary realistic fiction. Students read and write within these genres, with a specific emphasis on identifying characteristics of the genre and providing textual evidence to support their thinking about the genre. Writing instruction includes multiple opportunities to practice writing in the genre through journaling, quick-writes or 'seeds', and published pieces: memoir, historical fiction narrative (to include authentic details of the time period), five-paragraph expository non-fiction essays (compare/contrast, cause/effect, categorical, and chronological/sequential), writing about reading and composing a structural variation to enhance an already-published story. The writing process, style, genre characteristics and details are emphasized through frequent student-teacher conferencing during writer's workshop. Additionally, Grade 7 ELA instruction follows the balanced literacy components: read aloud, guided reading, shared reading, independent reading, and word study.

Essential Standards Taught:

Memoir (M)

Historical Fiction (HF)

Expository Non-Fiction (ENF)

Contemporary Realistic Fiction (CRF)

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- a. I can construct a summary that is concise and reflects the important ideas and information in the text. – M
- b. I can provide textual evidence to make connections to personal and world knowledge as well as to other texts. – M
- c. I can infer the writer's larger message (theme). – M
- d. I can search and use information in a wide range of graphics and integrate with information from print (pictures, captions, diagrams, etc.) by using a full range of non-narrative nonfiction text features (table of contents, glossary, headings, etc.). – HF
- e. I can integrate existing content knowledge with new information from a text to consciously create new understandings. – HF
- f. I can determine the writer's attitude towards a subject in an expository text. – HF

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.

- a. I can define the characteristics of a memoir, and identify and support these characteristics with textual evidence in the memoir I am reading. – M
- b. I can analyze the type(s) of organizational structures that a writer has used (compare and contrast, sequence, problem-solution, cause and effect, etc.). – ENF

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- a. I can write a personal narrative/memoir to develop real experiences or events. – M
- a. I can compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending and assure that the events and setting are accurate for historical fiction. – HF
- a. I can organize information using a structural pattern to fit a purpose and audience. – ENF
- b. I can vary sentence structure (simple, compound, complex and compound-complex) and length to enhance style and fit the purpose and audience. – M, HF, CRF (this is under L.7.6, but is labeled W.7.4 – we need to change the standard and placement of this)
- b. I can write a historical fiction narrative where the events and setting are accurate for the culture, time period, and place. – HF
- b. I can vary sentence structure (simple, compound, complex and compound-complex) and length to enhance style and fit the purpose and audience – ENF
- c. I can describe and develop believable and appealing characters in my historical fiction narrative. – HF
- d. I can write a historical fiction narrative developed around a conflict(s) that accurately reflect the culture, time in history or physical setting. – HF
- d. I can compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, theme, consistent point of view, and a satisfying ending and assure that the events and setting are accurate for realistic fiction. – CRF

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- a. I can write with imagery to enhance meaning and make my writing more descriptive. – M, HF, CRF
- a. I can provide supporting facts, details, examples, and explanations that are accurate, relevant, interesting, and vivid. – ENF
- b. I can apply appropriate transitions to create connections and clarify the relationship among ideas and concepts. – ENF
- c. I can use authentic language (archaic) and dialogue consistent with the time period and place - HF

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- a. I can determine the meaning of words and phrases that reflect regional or historical dialects as well as words from languages other than English. – HF
- b. I can acquire new content and perspective through reading fiction texts about diverse cultures, times, and places. – HF
- c. I can evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources. – HF
- d. I can evaluate complex character relationships by analyzing characters' feelings and motivations. – CRF
- f. I can determine how the writer's style and use of language contribute to the meaning and/or enjoyment of the text. – CRF

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

- a. I can provide evidence of the relationships between the setting and the characters and plot. – HF
- b. I can identify significant events and tell how they are related to the problem of the story or the solution – HF
- c. I can trace how a character is influenced by internal and external conflicts. – HF
- d. I can connect the theme of a realistic fiction story to contemporary social issues. – CRF
- e. I can determine structural variations within a contemporary realistic fiction text and determine how this variation impacts the reader's understanding

We need to change the learning target letters

Non-Essential Topics Covered

- Story Plot and Terms
- Character Traits with Textual Evidence
- Point of View
- Paragraph Structure
- The Writing Process
- Self and Peer Editing and Revising
- Word Study
- Subject-Verb Agreement
- Dialogue