

Literacy Content Framework

SEVENTH GRADE TOOLSET

VERSION 1.0 - SY12-13





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Seventh Grade CPS Literacy Planning Guide

Built upon the PARCC Model Content Framework

Reading Complex Texts RL/RI.7.10 (see suggested genres)		Writing About Texts W.7.1-2, 4-6, 9-10		Research Project W.7.7-9, RI/RI.7.1-10	Narrative Writing W.7.3-6, 10	Assessments [†] W.7.1-3, 9 RI.7.1
3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.7.9) (RI/RI.7.1)	4-6 Analyses per year (RI/RI.7.1& W.7.9) (W.7.4,7.5& L.7.1-3)	1 Research Paper per quarter (As evidenced in written products aligned to W.7.1, W.7.2, or W.7.9)	2 Narratives a year	Written Product
BOY						BOY RI.7.1, W.7.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational: 1-2 Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	Q1 Focus on arguments Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	End of Q1 W.7.1 (argument writing) RI.7.1 (text dependent questions' comprehension and provide them with the evidence needed to develop their argument writing piece)
Q2	Literature: 2-3 Informational: 1-2 Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.		Q2 Focus on inform & explain Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			End of Q2 W.7.2 (informational writing) RI.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
Q3	Literature: 2-3 Informational texts: 1-2 Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.		Q3 Focus on arguments Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			End of Q3 W.7.1 (argument writing) RI.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
Q4	Literature: 2-3 Informational texts: 1-2 Use informational pieces as a mentor text to support informational writing in preparation for quarter benchmark.		Q4 Focus on inform & explain Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			End of Q4 RI.7.1, W.7.9 Performance Task for Post-Assessment*

Seventh Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

<p>Suggested genres to guide the teaching of complex text: Literature: adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics Informational/Literary Nonfiction: subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts Short Texts: short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking Extended Texts: extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit</p>						
For Reading and Writing in Each Quarter						
	Cite evidence RL/RI.7.1	Analyze content RL/RI.7.2-9, SL.7.2-3	Study and apply grammar L.7.1-3, SL.7.6	Study & apply vocabulary L.7.4-6	Conduct discussions SL.7.1	Report findings SL.7.4-6

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Seventh Grade Curriculum Map

Quarter 1

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1-2 extended texts per quarter Balance between fiction and informational text	Performance Assessments
<p>Q1 Unifying Concept: Identity</p>	<p>Q1 Unit 1 To what extent do our experiences influence our identity? How do authors develop themes and engage readers through language and/or images?</p>	<p>Q1 Unit 1 Extended Text (memoir/collection of vignettes; see 7th grade unit plan for how these texts are used in reading groups) <i>The House on Mango Street</i> by Sandra Cisneros <i>Persepolis</i> by Marjane Satrapi <i>Bad Boy</i> by Walter Dean Myers <i>Hole in My Life</i> by Jack Gantos Short Texts (literary non-fiction) "On Turning Ten" by Billy Collins "The Two Fridays" a painting by Frida Kahlo "Birches" by Robert Frost "Indian Education" from <i>Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie</p>	<p>Beginning of Year (BOY): RI.7.1 and W.7.9 Performance Task (writing about text with evidence) for Pre-Assessment*+ Q1 Unit 1 Teacher-created performance assessment Focus on conveying experience Primary Standards Assessed: RI.7.1; RL.7.2; RI.7.7; RL.7.10; W.7.3</p>
<p>Q1 Unit 2 Is it ever necessary to change one's identity? How does an author develop the point of view of the narrator?</p>	<p>Q1 Unit 2 Extended Text (realistic fiction) <i>Monster</i> by Walter Dean Myers Short Texts (informational and literary): "Black Men and Public Space" by Brent Staples "On the Subway" by Sharon Olds Excerpts from "The Interrupters" a documentary by Kartemquin Films (http://interrupters.kartemquin.com/about)</p>	<p>Q1 Unit 2 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.7.1; RI.7.3; RI.7.6; RI.7.10; W.7.1 <u>End of Q1 Benchmark Assessment+</u> W.7.1 argument writing RL.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argumentative writing piece)</p>	

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Seventh Grade Curriculum Map

Quarter 2

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1-2 extended texts per quarter Balance between fiction and informational text	Performance Assessments
<p>Q2</p> <p>Unifying Concept: Power</p>	<p>Q2 Unit 3 What makes a person influential?</p> <p>How does an author organize and structure the content of the text to clearly communicate their claim?</p>	<p>Q2 Unit 3 (Quarter Long Research Unit Requires Students to self-select short and extended texts to aid in their research)</p> <p>Extended Text (biography) <i>Two student chosen biographies.</i> Choices must come from the lists of either <i>Time Magazine</i> or <i>The Atlantic</i> (as seen below) 1 person they find influential and 1 person they do NOT find influential</p> <p>Short Texts (editorial and informational) "The All-Time TIME 100 of All Time" by Joel Stein, <i>Time Magazine</i> (http://www.time.com/time/specials/packages/article/0,28804,2111975_2112278,00.html) "A World of Possibilities" by Rick Stengel, <i>Time Magazine</i> (http://www.time.com/time/specials/packages/article/0,28804,2111975_2112273,00.html) "Time 100: The List" by a collection of authors, <i>Time Magazine</i> (http://www.time.com/time/specials/packages/article/0,28804,2111975_2111976,00.html) "The Top 100 Influential Figures in American History", <i>The Atlantic</i> (http://www.theatlantic.com/magazine/archive/2006/12/the-top-100-influential-figures-in-american-history/5384/) <i>Student chosen articles, essays, speeches, memoirs, and/or historical accounts to support their research.</i></p>	<p>Q2 Unit 3 (quarter-long unit) Teacher-created performance assessment Focus on extended research Primary Standards Assessed: RI.7.1; R.17.4; RI.7.5; RI.7.8; RI.7.10; W.7.2</p> <p>End of Q2 Benchmark Assessment + W.7.2 (informational writing) RI.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)</p>

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Seventh Grade Curriculum Map

Quarter 3

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1-2 extended texts per quarter Balance between fiction and informational text	Performance Assessments
<p>Q3 Unifying Concept: Conflict</p>	<p>Q3 Unit 4 When is conflict necessary? How does the author use story elements to build a theme?</p>	<p>Q3 Unit 4 Extended Text (novels selected by students for Reading Groups) <i>The Giver</i> by Lois Lowry <i>Hunger Games</i> by Suzanne Collins <i>Among the Hidden</i> by Margaret Peterson Haddix Short Texts (literary and informational) "Indians Are a People, Not Mascots" by Fred Veilleux "The Lottery" by Shirley Jackson</p>	<p>Q3 Unit 4 Teacher-created performance assessment Focus on narrative Primary Standards Assessed: RL.7.1; RL.7.2; RL.7.6; RL.7.10; W.7.3</p>
	<p>Q3 Unit 5 How can conflict bring about change? In what ways does an author connect events, people and ideas within the text in order to engage the reader and make the message clear?</p>	<p>Q3 Unit 5 Extended Text (informational) <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman Short Texts (literary and informational) Excerpts from <i>All the People Since 1945 (A History of Us)</i> by Joy Hakim "Thank you Ma'am" by Langston Hughes</p>	<p>Q3 Unit 5 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.7.1; RI.7.3; RI.7.9; RI.7.10; W.7.1 End of Q3 Benchmark Assessment+ W.7.1 (argument writing) RL.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argumentative writing piece)</p>

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Seventh Grade Curriculum Map

Quarter 4

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1-2 extended texts per quarter Balance between fiction and informational text	Performance Assessments
<p>Q4 Unifying Concept: Justice</p>	<p>Q4 Unit 6 What is justice? How does an author use story elements to inform the reader about historical events?</p>	<p>Q4 Unit 6 Extended Texts (historical fiction) <i>Beyond the Burning Time</i> by Kathryn Lasky Short Texts (informational) "A Brief History of the Salem Witch Trials" by Jess Blumberg (http://www.smithsonianmag.com/history-archaeology/brief-salem.html?c=y&page=2) "Salem Witchcraft Hysteria" (http://www.nationalgeographic.com/salem/) "Excerpts from The Salem Witchcraft Papers" (http://www2.iath.virginia.edu/salem/17docs.html)</p>	<p>Q4 Unit 6 Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: RL.7.1; RL.7.3; RL.7.4; RI.7.9; RL/RI.7.10; W.7.2</p>
<p>Q4 Unit 7 How is justice enforced? How does an author use language to engage the reader to emphasize a claim and maintain it throughout the text?</p>	<p>Q4 Unit 7 Extended Text (biography) <i>Malcolm X: By Any Means Necessary</i> by Walter Dean Myers Shorter Texts (informational) "The Shocking Story of Approved Killing in Mississippi" by William Bradford Huie "Interviews with Robin Kelley on Emmet Till" (http://www.pbs.org/wgbh/amex/till/sfeature/sf_kelley.html) "Trayvon's Father: We Don't Want an Eye for An Eye" by NPR Staff (http://www.npr.org/2012/03/29/149562744/trayvons-father-we-dont-want-an-eye-for-an-eye?ps=rs) "Prosecute the killer of our son, 17 year old Trayvon Martin" (http://www.change.org/petitions/prosecute-the-killer-of-our-son-17-year-old-trayvon-martin) "The Facts Must Decide Trayvon Martin Case" by Mark NeJame (http://www.cnn.com/2012/04/24/opinion/nejame-trayvon-martin-case/index.html) <i>Note to Teacher: Be sure to include the most up to date articles on this topic when it is time to implement the unit.</i></p>	<p>Q4 Unit 7 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.7.1; RI.7.6; RI.7.8; RI.7.10; W.7.1 End-of-Year (EOY): RI.7.1 and W.7.9 Performance Task (writing about text with evidence) for Post-Assessment* †</p>	<p>Q4 Unit 7 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.7.1; RI.7.6; RI.7.8; RI.7.10; W.7.1 End-of-Year (EOY): RI.7.1 and W.7.9 Performance Task (writing about text with evidence) for Post-Assessment* †</p>

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Seventh Grade Unit One

Identity

Unit Name: Identity	
Unit Description: By the end of the unit, students will have developed a more complex understanding of the concept of identity as exemplified in various forms of narrative and informational text.	
Length: 5 Weeks	
Enduring Understandings	<ul style="list-style-type: none"> • Readers use textual evidence to support an interpretation of a text. • Personal narratives, when crafted well, express a central idea or theme. • The genre of a text influences its meaning. • Fact and fiction may be intertwined in certain genres of writing. • The transaction between the reader, text, and the task support the interpretation of text
Essential Questions	<ul style="list-style-type: none"> • How and why do writers express their ideas and experiences through personal narratives? • How do personal experiences influence identity? • Is identity solely a function of experience? • To what extent do issues of power, conflict, and justice influence one’s identity?
Common Core Standards	<p>Primary Standards Addressed</p> <p>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.</p> <p>Primary</p> <p>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.</p> <p>Secondary</p> <p>RL.7.7 Compare or contrast a written story, drama or poem to its audio, filmed, staged or multi-media version analyzing the effects of techniques unique to each medium.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (see CCSS for accompanying standards a-e)</p> <p>Secondary Standards Addressed</p> <p>RL.7.3; RL.7.4; RL.7.5; RL.7.10; W.7.4; W.7.5; W.7.10; SL.7.1; SL.7.2; L.7.1; L.7.5</p>
Cognitive Skills	<p>Reading, Writing and Citing Textual Evidence</p> <ul style="list-style-type: none"> ▪ Literal and inferential comprehension ▪ Summarizing and sequencing ▪ Comparing and contrasting ▪ Close reading and analysis ▪ Applying the elements of narrative writing (e.g., structure, elaboration, craft, significance)
Content	<p>Building Knowledge Through Texts</p> <ul style="list-style-type: none"> ▪ Purpose and function of narrative and informational text ▪ Archetypes as expressed in a variety of narratives (e.g., identity/journey) ▪ Relevant academic language/vocabulary, such as <i>persona</i>, <i>theme</i>, <i>narrative</i>, <i>characterization</i>, <i>archetype</i>

<p>Assessments</p> <p>(D) Diagnostic</p> <p>(F) Formative</p> <p>(S) Summative</p>	<p>Diagnostic (Pre-Assessments)</p> <ol style="list-style-type: none"> 1. Students will be provided with copies of narrative poem “On Turning Ten” by Billy Collins. They will respond to the following question in writing: “What is the central idea or theme of this poem? Explain how the poem develops the central idea or theme using textual evidence.” 2. Students will provide explanations of <i>personal narrative</i> and <i>identity</i>. 3. Students will write a one-page story that describes an important event in their lives. <p><i>How students respond to the diagnostic assessments will inform further instruction (e.g., structures of mini-lessons, grouping of students, amplification of texts, etc.).</i></p> <p>Formative</p> <p>Reading and writing conferences; meeting in small groups; post-it notes to track students’ thinking while reading; short-answer responses; exit slips; teacher-to-student and student-to-student discussion; writers’ notebooks; the progression of students’ drafts; etc.</p> <p>Summative</p> <p>Performance Assessment</p> <p>Task 1:</p> <ol style="list-style-type: none"> a.) Students will read the song lyrics to “I Am Not My Hair” by India Arie. In writing, respond to the question, “What is the central idea or theme of this song? Explain how the verses and the chorus develop the central idea or theme using textual evidence.” b.) Listen to the song, following along with the written lyrics. Students will use a different color pen to record their personal responses to the song as they hear the lyrics being sung. Students will record on the paper. Once the song is over, students will answer the question, “How did the addition of music add to or alter the central idea or theme? If you feel the addition of music in no way added to or altered the central idea or theme, explain why.” <p>Alternative: Students who are hard of hearing will be asked to compare the written lyrics with a music video of “I Am Not My Hair.”</p> <p>Task 2: Students will write a personal narrative in which they describe a connected set of personal experiences that helped form their identity. Students may “write” through pen and paper, through a word document, through spoken performance (spoken word, their own song in narrative form), or through a storyboard they must explain.</p>
<p>Texts/ Resources</p>	<p>Reading Extended Texts for Reading Groups (literary and informational)</p> <p><i>The House on Mango Street</i> by Sandra Cisneros</p> <p><i>Persepolis</i> by Marjane Satrapi (more complex)</p> <p><i>Bad Boy</i> by Walter Dean Myers</p> <p><i>Hole in My Life</i> by Jack Gantos (more complex)</p> <p>Reading Short Texts (informational)</p> <p>“On Turning Ten” by Billy Collins</p> <p>“The Two Fridas” by Frida Kahlo</p> <p>Lyrics from narrative songs (provided by students)</p> <p>“Birches” by Robert Frost</p> <p>“No-Name Woman” from <i>Woman Warrior</i> by Maxine Hong Kingston (for read aloud)</p> <p>“Indian Education” from <i>Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie</p>

<p>Learning Activities</p>	<p><i>The following is a general sequence of Learning Activities that will take place over the course of approximately 5 weeks. The first two weeks will foreground critical reading practices; the second two weeks will emphasize the writing process. This structure is typical of a genre study within the instructional framework of a reading/writing workshop. Standards are threaded throughout the unit.</i></p>	
	<p>Read and Write about Complex Texts (Reading Workshop)</p> <p>Week 1</p> <ul style="list-style-type: none"> ■ Introduce concept of identity, essential questions, and Performance Task 1 with rubric. (RL 7.1; RL 7.2; RL 7.7) ■ Teacher will hook students with Kahlo’s painting “The Two Fridas” by engaging them in thinking about what Frida is trying to say about herself (RL 7.7; SL 7.2) ■ Students will use a triple-entry log with the headings “Details/Symbols/Identity” to analyze the text of Kahlo’s artwork (for example, <i>What do you see in the painting? What might these details symbolize? What does this have to do with identity?</i>) (RL 7.1; RL 7.2) ■ Students will use a concept map to brainstorm responses to these questions: <i>What are some examples and characteristics of identity, and how do you know? Why do you think so?</i> Next, students will connect their responses back to the visual text: <i>Does “The Two Fridas” tell a story? How are the stories we “tell” related to our identities?</i> (RL 7.2; RL 7.4) ■ Students will create a collage or a collection of photographs that communicate their own personal identity—they may do this in class or for homework (RL 7.2; RL 7.7; SL 7.2) ■ In pairs, students will exchange their collages/ photographs and use the triple-entry log protocol described above (RL 7.1; RL 7.2; RL 7.7; SL 7.1) ■ Students will respond in writing to the following prompts: <i>Was my identity successfully communicated through my collage/pictures? How so? If not, why not? If I had to change one thing about my collage/picture, what would it be? Why? How do pictures tell stories about who we are?</i> (RL 7.2; W 7.10) 	<p>Strategies for Varied Learner Profiles</p> <ul style="list-style-type: none"> ■ The instructor should ensure that concrete explanations are provided when possible and allow for checking for understanding with James and his peers. ■ Provide James with a clear roadmap for completing the log that includes an explicit guide/outline for reference. Allow for breaks. ■ Ensure that James has had adequate instruction and practice using the social protocol required for engaging in group discussions. ■ For Anatoly and Asari the collage can be used as pre-reading and pre-writing stages devoting time to activate prior knowledge, to building background, and to building academic and key vocabulary. ■ Allow James adequate time to select lines/phrases of interest prior to engaging in the activity.

<p>Learning Activities</p>	<p>Week 2</p> <p>Write Routinely and Analyze Content</p> <ul style="list-style-type: none"> ▪ Students will read the poem “On Turning Ten” by Billy Collins and select a word, phrase, or line to say aloud to the class (RL 7.1; RL 7.4) ▪ Teacher will model how to use triple-entry log protocol with “On Turning Ten” to make link between analysis of art and analysis of print. (RL 7.1; RL 7.2; RL 7.5) ▪ Teacher will model how to take the contents of the triple-entry log to identify a central idea or theme about the text. (RL 7.2) ▪ Students will each select a song that tells a story and share their ideas with a partner (RL 7.2; RL 7.7; SL 7.2) ▪ Students will work independently and in pairs to practice crafting triple-entry logs and written analyses, using evidence to support theme, of narrative songs. (RL 7.1; RL 7.2; W 7.10; SL 7.1) ▪ Teacher will conduct one-on-one conferences and guide small-group work as needed. (RL 7.1; RL 7.2; SL 7.1) 	<p>Strategies for Varied Learner Profiles</p> <ul style="list-style-type: none"> ▪ Since Anatoly and Asari can interpret information, their teacher will ask them continuously to help them find details that support central ideas, to identify word families, and to make sense out of figures of speech present in their reading or audio materials (when available). ▪ The instructor will “check-in” with James to ensure that the post-it notes truly reflect the theme of identity and not just passages with the literal reporting of identity. If James experiences difficulty, the instructor will engage in expanded explanations and scaffold up from James’ current understanding.
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<p>Learning Activities</p>	<p>Week 3</p> <p>Conduct Discussion and Report Findings</p> <ul style="list-style-type: none"> ■ For deepening skills and further development of students’ understanding, teacher will establish reading groups or book clubs (texts are listed in Materials/Resources) based on students’ interests and their reading abilities. (RL 7.1; RL 7.2; RL 7.5; RL 7.7; SL 7.1) ■ Teacher will provide protocol for book club/reading group discussions. Students work together in their groups to discuss and individually take notes on what the writer says about identity. Teacher will model how to use post-it notes to track a theme while reading (RL 7.2) ■ In whole-class presentations, reading groups will share findings about “identity” from their respective texts; teacher will guide students to compare/contrast across different texts. (RL 7.1; RL 7.2; RL 7.5; RL 7.7) ■ Throughout reading group cycle, teacher will read aloud from Maxine Hong Kingston’s “No –Name Woman” and use Robert Frost’s poem, “Birches”, to teach mini-lessons on textual analysis (higher levels of text complexity). Academic language study will be embedded throughout unit. (RL 7.1; RL 7.2; RL 7.3; RL 7.7; RL 7.10; L 7.5) ■ Students will complete Performance Assessment Task 1. (RL 7.1; RL 7.2; RL 7.7) 	<p>Strategies for Varied Learner Profiles</p> <ul style="list-style-type: none"> ■ The instructor should provide clear guidance for feedback and allow James to practice his presentation prior to whole-class share out. ■ Once James has captured the components of an effective narrative the link to the crafting of his own personal narrative should be made apparent in order to prepare him for the eventual task.
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<p>Learning Activities</p>	<p><i>Narrative Writing, Study and Apply Grammar and Vocabulary (Writing Workshop)</i></p> <p><i>Weeks 4-5</i></p> <ul style="list-style-type: none"> ■ Explicit link will be made between reading personal narratives, writing personal narratives, and how this genre can exemplify identity. Because students are going to transition to a focus on writing at this time, teacher will introduce Performance Task 2 with rubric (RL 7.1; RL 7.2; RL 7.7; W 7.3) ■ Students will use Sherman Alexie’s “Indian Education” as the mentor text for writing a personal narrative. Teacher will guide students to describe the components of an effective narrative, such as focus of topic, use of dialogue, and rich description of setting (W.7.3; RL 7.3; RL 7.7) ■ Students will work in groups to translate Alexie’s narrative into other genres, such as a poem, a drawing, or script, and study if and how the story changes when expressed in a different form. (RL 7.2; RL 7.5; RL 7.7; W 7.3) ■ Students will engage in the writing process, including brainstorming, selecting a seed idea, identifying a form for publication, drafting, revising, and editing. Teacher will confer one-on-one with students and guide small groups as needed. (W 7.3; W 7.5; W 7.10; L 7.5) ■ Students will publish their personal narratives (Performance Assessment Task 2) and write a reflective piece about how their work exemplifies identity. (W 7.3; W 7.4; L 7.1; L 7.5) 	<p><i>Strategies for Varied Learner Profiles</i></p> <ul style="list-style-type: none"> ■ For Anatoly and Asari the teacher uses frequent scaffolding, by asking and answering questions throughout the activity, to ensure that every student develops original ideas and incorporates significant details. ■ The instructor should provide explicit guidance on group structure and make apparent the responsibilities of the group members prior to cooperative work.
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Seventh Grade Assessment

Unit One

Standards:

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.

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.7.7 Compare or contrast a written story, drama or poem to its audio, filmed, staged or multi-media version analyzing the effects of techniques unique to each medium.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (see CCSS for accompanying standards a-e).

Texts:

- I Am Not My Hair by India Arie

Description of Task

Reading Task: Students will first read the lyrics to I Am Not My Hair and explain how the theme is developed using text evidence to support their explanation. They will then listen to the lyrics and explain whether or not the addition of the music altered the theme and how.

Writing Task: Students will compose a personal narrative through a self-selected format that describes how a connected set of personal experiences has influenced their identity.

General Directions for Administering Assessment:

Teacher:

The reading portion of this assessment is a two-part task, which requires you to give the directions for task two AFTER students have completed the first task. The reading portion of this assessment will take about one hour. It is suggested that you give the reading task on day one and the writing task on the days that follow.

Teacher (Reading task part one):

Write the directions for task one on the board. Provide the students with the song lyrics to India Arie's I Am Not My Hair. Direct them to read the board, then read the directions aloud. Allow students between 15 and 20 minutes to write their response. The teacher may also present the texts in digital format or through an audio reading to ensure that all students have access.

Students (Reading task part one):

Read the song lyrics to I Am Not My Hair by India Arie. Write your response to the following: What is the theme of this song? Explain how the verses and the chorus develop the theme using textual evidence. After, or during your writing, use a highlighter to mark the text evidence you used to support your explanation.

Seventh Grade Assessment

Unit One

Teacher (Reading task part two):

Say to students, “Now I will play the song for you. Follow along with the lyrics I’ve provided and pay close attention to the sound of the music, especially how it sounds when she sings the text evidence you’ve highlighted. As you listen, use a different color pen to record your thoughts.” Play the song. While students are listening, write the second set of directions on the board (as seen below). Once the song is finished, , “Now that you’ve listened to the song, I want you to use your annotations to answer the second question I’ve written on the board.” The song may be played again upon student request. Direct the students to read and follow the directions. Allow them another 15 to 20 minutes to write their response.

Students (Reading task part two):

In writing, or through oral explanation to the teacher, respond to the following question: How did the addition of music add to or alter the theme? If you feel the addition of music in no way added to or altered the theme, explain why.

Teacher (Writing task):

Write the student directions on the board and have students read them, and then read them aloud to students. This writing task should take three 40-minute sessions to allow students the time needed to draft, revise and finalize their narrative.

Students (Writing task):

You will have three 40-minute sessions to compose a personal narrative in which you describe a connected set of personal experiences that helped form your identity. You may choose the format through which you want to compose your narrative. Options are pen and paper, Microsoft Word, a spoken performance (spoken word, their own song), or a storyboard you will be required to present.

Considerations for Students with Disabilities:

James presents with a diagnosis of Asperger’s Syndrome. James’s accommodations include:

- Instructor makes explicit the task order and provides a guide for James to follow.
- Ensure that James has a working understanding of theme and the concept of identity prior to engaging in the tasks.
- Allow him to select the mode through which he will “write” his personal narrative and give clear guidance surrounding task completion.

Considerations for English Language Learners:

Damali came from Brazil last year and now as she enters 7th grade she has been reclassified at level 2 (Beginning) in her English Language Proficiency. Support strategies for Damali include:

- Labeling each photo with a short phrase in English using some of the domain-specific words found in the texts from the unit.
- Since she can match information from oral descriptions, she will identify explicit messages from the lyrics of the song and explain, from oral or written directions, whether or not the addition of the music modified the theme and how.
- Instructor should allow her to verify understanding of directions, by restating the directions in her own words, so she can describe the way a set of connected personal experiences has influenced her identity.
- Instructor must introduce her to key vocabulary before the test, check periodically for her comprehension and provide her with extended time for processing English language test items.
- Instructor will grade for content, overlooking minor language usage mistakes and will not penalize Damali for minor mistakes in sentence structure, grammar, and spelling.

Seventh Grade Scoring Tool for Assessment

Unit 1

STANDARD	EMERGING <i>Student work does not achieve all of the “Meeting” criteria and is far below it.</i>	DEVELOPING <i>Student work does not achieve all of the “Meeting” criteria but is close to it.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student achieves all the “Meeting” criteria and goes beyond.</i>
RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<input type="checkbox"/> Less than half of the evidence cited is relevant and supports the analysis in only one identifiable way.	<input type="checkbox"/> Half of the evidence cited from the text is relevant and/or loosely connected. It provides weak support of the analysis.	<input type="checkbox"/> All evidence (2 pieces at minimum) cited from the text is relevant and supports the analysis.	<input type="checkbox"/> All evidence (more than 2 pieces) cited from the text is relevant and supports the analysis. <input type="checkbox"/> Evidence cited also refutes a counter argument to the analysis.
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.	<input type="checkbox"/> Theme is described with very little accuracy. <input type="checkbox"/> Explanation of the development of the theme is very limited, with very few connections among the events, characters and/or setting(s).	<input type="checkbox"/> Theme is described with some accuracy. <input type="checkbox"/> Explanation of the development of the theme makes some loose connections among the events, characters and/or setting(s) of the story.	<input type="checkbox"/> Theme is accurately described in a short sentence. <input type="checkbox"/> Explanation of how the theme is developed makes several connections among the events, characters, and/or setting(s) of the story and refers explicitly to them.	<input type="checkbox"/> More than one theme is accurately described in a couple of short sentences. <input type="checkbox"/> Explanation of the development of each theme refers explicitly to the connections among the events, characters, and/or setting(s) of the story. <input type="checkbox"/> Many connections are made among the events, characters and setting(s).

Seventh Grade Scoring Tool for Assessment (continued)

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RL.7.7 Compare and contrast a written story, drama or poem to its audio, filmed, staged, or multi-media version analyzing the effects of techniques unique to each medium.	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of the extent to which the addition of music affects the theme of the lyrics is logical, but it lacks reasoning to support it. <input type="checkbox"/> Explanation includes minimal similarities or differences between the lyrics alone and the song as a whole and they are mostly irrelevant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of the extent to which the addition of music affects the theme of the lyrics is logical, but reasoning is somewhat hard to follow or offers weak support. <input type="checkbox"/> Explanation includes similarities and differences between the lyrics alone and the song as a whole but they are at times irrelevant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of the extent to which the addition of music affects the theme of the lyrics is logical and supported by clear reasoning. <input type="checkbox"/> Explanation includes similarities and differences between the lyrics alone and the song as a whole. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of the extent to which the addition of music affects the theme of the lyrics is logical, supported by clear reasoning. It is multi-layered, explaining 4 or more ways in which the music does or does not alter the theme.

Seventh Grade Scoring Tool for Assessment (continued)

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<p>W 7.3: Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p>	<p><input type="checkbox"/> Point of view seems to change throughout the course of the narrative and little to no context is provided.</p> <p><input type="checkbox"/> Sequence of events seems illogical and is hard to follow.</p> <p><input type="checkbox"/> Narrative techniques are used inconsistently or some are not used at all, leaving events not fully developed.</p> <p><input type="checkbox"/> Transition words are used improperly, making it hard for the reader to recognize shifts from one time frame or setting to another.</p>	<p><input type="checkbox"/> Point of view changes within the first few paragraphs and/or the context of the narrative is weakly described.</p> <p><input type="checkbox"/> Sequence of events is logical but there are events that don't seem to fit.</p> <p><input type="checkbox"/> Narrative techniques such as dialogue, pacing and description are used but the events are described with limited detail.</p> <p><input type="checkbox"/> Some transition words, phrases and clauses are used properly to convey shifts from one time frame or setting to another, but variety is limited.</p>	<p><input type="checkbox"/> Reader is engaged and oriented through the establishment of a context and point of view.</p> <p><input type="checkbox"/> Sequence of events is logical to the context and point of view in the narrative.</p> <p><input type="checkbox"/> Narrative techniques such as dialogue, pacing and description are used to develop events.</p> <p><input type="checkbox"/> A variety of transition words, phrases and clauses are used to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><input type="checkbox"/> Reader is engaged and oriented through the establishment of a context and point of view and introduction of characters or narrator.</p> <p><input type="checkbox"/> Sequence of events includes literary techniques such as foreshadowing or sub-plot.</p> <p><input type="checkbox"/> Narrative techniques such as dialogue, pacing, description and reflection are used to develop events and characters.</p>

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<p>W 7.3: Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p>	<p><input type="checkbox"/> Precise words and phrases, descriptive detail and sensory language are used in very limited ways making it challenging to understand what’s happening in the narrative.</p> <p><input type="checkbox"/> The conclusion does not follow the sequence of events in the narrative and seems somewhat irrelevant.</p>	<p><input type="checkbox"/> Precise words and phrases, descriptive detail and sensory language are used, but are at times irrelevant to the events and provide limited support of the description of the action.</p> <p><input type="checkbox"/> The conclusion follows the sequence of events, but leaves loose ends and the reflection of the overall tone of the narrative is limited</p>	<p><input type="checkbox"/> Precise words and phrases, relevant descriptive details and sensory language are all used to capture the action and convey events.</p> <p><input type="checkbox"/> The conclusion follows the sequence of events and reflects the events of the narrative as a whole.</p>	<p><input type="checkbox"/> A variety of transition words, phrases and clauses are used to convey sequence and signal shifts from one time frame or setting to another and show how one event is an effect of another.</p> <p><input type="checkbox"/> Precise words and phrases, relevant descriptive details and sensory language are all used to capture the action and convey events in literal and metaphorical ways.</p> <p><input type="checkbox"/> The conclusion follows the sequence of events and reflects the events of the narrative as a whole, drawing the reader into self-reflection.</p>



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