

SEVENTH GRADE CURRICULUM

Grade 7 Literature

Iowa Core Anchor Standard-Capacity	Iowa Core Grade Level Standards	Capacity Breakdown
Key Ideas and Details		
(Key Ideas and Details) Use comprehension strategies to explain elements of literature. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1.) (DOK 1,2,3)	I can use evidence of text to support my thinking I can construct inferences from the text
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	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.7.2.) (DOK 2,3)	I can formulate the theme I can interpret an author's message I can construct a summary (written and orally)
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3.) (DOK 2,3)	I can distinguish the elements of a story I can analyze how the elements of a story interact with one another
	IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)	I can employ comprehension strategies. e.g. making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring my comprehension
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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. (RL.7.4.) (DOK 1,2,3)	I can determine the meaning of words and phrases as used within a text I can define the meaning of words and phrases using context clues I can interpret the meaning of figurative language within a text I can analyze how rhymes and rhythms affect meaning of a text
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5.) (DOK 3,4)	I can analyze how a text's (drama/poetry) form affects meaning

6. Assess how point of view or purpose shapes the content and style of a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6.) (DOK 3,4)	I can analyze how an author develops point of view (Characters/Narrator) I can analyze how an author contrasts different characters' points of views
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.7.7.) (DOK 3,4)	I can compare and contrast written work (story, drama, poetry) versus other mediums of presentation (audio, filmed, staged, or multimedia).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature) (RL.7.8.)	I can analyze the effects of techniques used within the various mediums (lighting, sound, color, camera focus and angles)
9. Analyze how two or more texts address similar themes or topics in order to building knowledge or to compare the approaches the authors take.	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.7.9.) (DOK 3,4)	I can compare and contrast a fictional portrayal to the historical event I can understand how authors of fiction use or change history
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	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. (RL.7.10.) (DOK 1,2)	
Grade 7 Informational Text		
Iowa Core Anchor Standard-Capacity	Iowa Core Grade Level Standards	Capacity Breakdown
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1.) (DOK 1,2,3)	Use multiple pieces of evidence to support text Draw inferences from the text
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2.) (DOK 2,3,4)	Construct the main idea of the text Determine the big idea of the text Distinguish from the text that support main ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.7.3.) (DOK 2,3)	3. Identify connections between people and events in a text.
	<p>IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (DOK 1)</p>	<p>IA1. Apply a range of comprehension strategies to further understand text. Ex: making</p> <p>IA2. Read grade level text out loud, and to yourself accurately and fluently to support comprehension.</p>
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.7.4.) (DOK 1,2,3)	Apply strategies to determine the meaning of unknown words, phrases, figurative language, connotative, and technical meanings through vocabulary strategies. Ex: context clues, root words, prefix/suffix, etc. Assess the importance of purposeful word choice for meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. (RI.7.5.) (DOK 2,3)	Identify multiple text structures. Analyze how authors use text structures to develop ideas and convey meaning.
6. Assess how point of view or purpose shapes the content and style of a text.	6. 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.7.6.) (DOK 2,3)	Identify author's point of view. Interpret author's purpose in writing the text. Recognize the author's position on the subject in relation to others.
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.7.7.) (DOK 3,4)	Compare and contrast a text to an audio, video, or multimedia version of the text. Analyze how the delivery of a speech impacts the audience.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. 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. (RI.7.8.) (DOK 2,3,4)	Evaluate the argument by determining if the reasoning is sound and the evidence is relevant. Evaluate the argument by determining if the reasoning is sound and the evidence is relevant.
9. Analyze how two or more texts address similar themse or topics in order to build knowledge or to compare the approaches the authors take.	9. 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. (RI.7.9.) (DOK 3,4)	9. Critique how two or more authors write about the same topic, emphasize different evidence, and interpretation of facts. Analyze the author's presentations of key information.
Range of Reading & Level of Text		
10. Read and comprehend complex literacy and informational texts independently and proficiently.	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. (RI.7.10.) (DOK 1,2)	
Grade 7 Speaking and Listening		
Comprehension and Collaboration		
Anchor Standards	Iowa Core Grade Level Standards	UCSD I Can Statements
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.	
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can come prepared for class discussion. I can cite evidence to add to the discussion
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	I can formulate personal goals and utilize time management skills to track my progress toward a goal. I can follow rules while engaged in class discussion

	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	I can construct and respond to indepth questions that relate to the topic.
	d. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1.) (DOK 1,2,3)	I can critique new information and change mine and others' views when appropriate.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. (SL.7.2.) (DOK 2,3,4)	I can analyze main ideas and supporting details in multiple formats to clarify meaning(visually, quantitatively, orally). (Listening)
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3.) (DOK 2,3,4)	I can critique a speaker's argument and claims by evaluating the relevance of the evidence.
Presenation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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. (SL.7.4.) (DOK 1,2,3)	I can develop a logical argument based of factual evidence I can use nonverbal skills(eye contact, volume, pronunciation) to hold an audience's attention.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5.) (DOK 2,3)	I can construct multimedia and visual displays to present my findings
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) (SL.7.6.) (DOK 1,2)	I can modify speech to fit a variety of contexts and tasks.
	IA.5.Prepare and conduct interviews. (DOK 2,3)	I can prepare and conduct interviews.
	IA.6.Participate in public performances. (DOK 2,3)	I can participate in public performances.
Grade 7 Language		
Anchor Standards	Iowa Core Grade Level Standards	UCSD I Can Statements
Conventions of Standard English		

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Explain the function of phrases and clauses in general and their function in specific sentences.	I can identify and interpret the function of phrases and clauses within sentences.
	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	I can use simple, compound, complex, and compound-complex sentences when speaking and writing.
	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (L.7.1.) (DOK 1,2)	I can place correct phrases and clauses within a sentence.
	<i>*Not in Iowa Core, but needed: I can recognize and use appropriately the parts of speech.</i>	<i>d. I can recognize and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, interjections, and conjunctions.</i>
2. 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).	I can use commas to separate coordinate adjectives within a sentence.
	b. Spell correctly. (L.7.2.) (DOK 1)	I can spell correctly.
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (L.7.3.) (DOK 1,2,3)	I can construct concise sentences using precise language.
Vocabulary Acquisition		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can use context clues to identify the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I can identify patterns of Greek or Latin affixes and roots.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can consult general and specialized print and digital reference materials.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4.) (DOK 1,2)	I can compare preliminary meaning of a word or phrase to its actual definition within the sentence or dictionary
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	I can interpret figures of speech within context.
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	I can formulate the meaning of particular words using synonym/antonym and analogy.
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (L.7.5.) (DOK 1,2,3)	I can differentiate among the associations(connotations) of words with similar definitions(denotations)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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. (L.7.6.) (DOK 1,2)	I can learn and use grade-level vocabulary in the appropriate context.
Grade 7 Writing		
Anchor Standard	Iowa Core Grade Level Standard	UCSD I Can Statements
Text Types and Purposes		

<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.d.</p> <p>(W.7.1) DOK 3, 4</p>	<p>Use a hook or lead to gain attention</p> <p>Topic sentence to introduce opinion</p> <p>Analyze and apply opposing claims</p> <p>Cite sources</p> <p>Cite evidence from credible sources of information</p> <p>Paraphrase information from a source</p> <p>Construct a voice of knowledge</p> <p>Use appropriate transitions to create clear connections between ideas</p> <p>Appropriate word choice to show relationships among information</p> <p>Paragraph structure</p> <p>Connect appropriate text structure for purpose</p> <p>Concluding statement</p> <p>Summarize claims</p>
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<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Use a topic sentence and/or lead</p> <p>Apply appropriate text structure</p> <p>Include facts and details</p> <p>Include definitions, quotations, and examples</p> <p>Include graphics to aid comprehension when appropriate</p> <p>Create appropriate transitions to create clear connections between ideas</p> <p>Apply specific vocabulary to explain ideas</p> <p>Correct paragraph structure</p> <p>Continue using appropriate text structure</p> <p>Summarize the content</p> <p>Use a concluding phrase/phrases</p>
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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (W.7.3.) (DOK 3,4)</p>	<p>Design an inviting hook to catch readers attention</p> <p>Establish setting</p> <p>Establish point of view (1st/3rd person)</p> <p>Introduce and develop characters</p> <p>Create a logical sequence of events</p> <p>Use dialogue to develop experiences and/or characters</p> <p>Appropriate pacing to develop experience and/or characters</p> <p>Use description to develop experience and/or characters</p> <p>Construct transitions to get from one idea to another</p> <p>Use the 5 senses</p> <p>Formulate purposeful word choice (adverbs, adjectives, verbs, etc.)</p> <p>Resolve the conflict</p> <p>Reflect on the experience or events</p>
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Production and Distribution of Writing

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>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.7.4.)(DOK 3,4)</p>	<p>Appropriate word choice</p> <p>Organize ideas, events according to purpose</p> <p>Clear and developed topic</p> <p>Appropriate and clear voice</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.) (W.7.5.) (DOK 1,2,3,4)</p>	<p>Prewrite and plan to develop topic</p> <p>Create multiple drafts</p> <p>Use revising and editing process</p> <p>Publish writing appropriately</p>

<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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.7.6.) (DOK 1,2)</p>	<p>Research credible sources Gather and share information</p>
<p>Research to Building and Present Knowledge</p>		
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7.) (DOK 2,3,4)</p>	<p>Compose multiple focused research questions Use and connect resources for information Make connections and draw conclusions from information Report results</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.7.8.) (DOK 1,2,3,4)</p>	<p>Evaluate information resources Use credible sources of information Use appropriate search terms Quote or paraphrase appropriately Cite sources of information</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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"). 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.7.9.) (DOK 2,3,4)</p>	<p>Use a variety of texts to create a new understanding</p>
<p>Range of Writing</p>		

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p>	<p>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. (W.7.10.) (DOK 1,2,3,4)</p>	
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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.