MP 1-4 Language Arts Portfolio

Content Area: **Language Arts**
Course(s): **Lang. Arts 7 ACC**
Time Period: **Marking Period 1**
Length: **MP1-4**
Status: **Published**

Essential Questions

- How am I growing as a reader and writer?
- How can I improve my performance?

Big Ideas

Anchor Standards

AS.R.10   Readers should continually challenge themselves to explore new literature and information text at increasingly complex levels.

AS.W.10   Writers should continue to improve their craft through short reflections and long-term projects.

AS.L.1-2   Demonstrating a command of Standard English is an essential life skill.

AS.L.3   The function of the use of language varies based on context.

AS.L.4-6   Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: Self-selected readings spanning an array of genres

Core Writing: Writers and readers notebook responses, and collection of best works

Technology Integration

8.1.8.A.2   Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2   Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4   Assess the credibility and accuracy of digital content.

8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Activity:

In a student directed online book club, students will participate actively in online literary discussions and various collaborative and independent activities related to the supplemental novels outlined in the Accelerated curriculum (*A Separate Peace,* John Knowles*, Among The Hidden,* Margaret Peterson Haddix*, The Maze Runner,* James Dashner) in order to enhance the novel's plot, theme and setting by making relevant literary connections and by conducting independent and collaborative text guided research using online tools.

Enduring Understandings

Literature

RL.7.10 [M]   By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Informational Text

RI.7.9 [M]	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.7.10 [M]	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

W.7.1 [M]	Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a [M]	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b [M]	Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.

W.7.1c [M]	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d [M]	Establish and maintain a formal style/academic style, approach, and form.

W.7.1e [M]	Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2a [M]	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2b [M]   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c [M]   Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d [M]   Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e [M]   Establish and maintain a formal style/academic style, approach, and form.

W.7.2f [M]   Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.7.5 [M]   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.

W.7.6 [M]   Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.

W.7.9b [M]   Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

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

Speaking and Listening

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

Language

L.7.2 [M]   Observe conventions of capitalization, punctuation, and spelling when writing.

L.7.2a [M]   Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b [M]   Spell correctly.

L.7.3 [M]   Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

L.7.3a [M]   Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.6 [M]   Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.