Units 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

CSDT 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.CT.7.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

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 informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

W.AW.7.1 [M] Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

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

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

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

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

W.IW.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 aid in comprehension.

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

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

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

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

W.IW.7.2f [M] Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows

the flow of ideas, reflects back on the topic and supports the information or explanation presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning[,]; flexibly making editing and revisi[ng]on[, editing, rewriting, or trying a new approach,] revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.RW.7.7 [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.PE.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

.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.7.2a [M] Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.