

**Merrimack School District
Essential Learning Competencies**

School	MMS
Discipline	ELA
Course Title	Grade 7

Quarter 1/Quarter 2

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments (optional)	Summative Assessments
1. Students can refer to the text to find several examples to support their thoughts and inferences about a story.	CCSS.ELA-Literacy.RL.7.1	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Paragraph writing • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select narrative (short story/novel)
2. Student can use details from the text to determine the theme or message of a story and give an unbiased summary of a story.	CCSS.ELA-Literacy.RL.7.2	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small/large group discussions • Paragraph writing • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select narrative (short story/novel)
3. Students can explain how the elements of a story work together.	CCSS.ELA-Literacy.RL.7.3	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small/large group discussions • Completion of plot diagrams • Paragraph writing • Quiz • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select narrative (short story/novel)
4. Students can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.	CCSS.ELA-Literacy.W.7.3 CCSS.ELA-Literacy.W.7.3.a CCSS.ELA-Literacy.W.7.3.c	<ul style="list-style-type: none"> • Journal writing • Monitoring student progress through phases of writing process • Peer and/or teacher conferencing 	<ul style="list-style-type: none"> • Students will write a fictional or non-fictional narrative

<p>5. Students can effectively participate in different types of discussions and with different people about 7th grade topics, texts, and issues.</p>	<p>CCSS.ELA-Literacy.SL.7.1 CCSS.ELA-Literacy.SL.7.1.a</p>	<ul style="list-style-type: none"> • Small/large group discussions (live or online discussion boards) • Peer and/or teacher conferencing (live or via Microsoft Comments) 	<ul style="list-style-type: none"> • Monitored throughout the quarter
<p>6. Students can identify the differences between simple, compound, complex and compound sentences and know when to use the different sentence types to clarify ideas.</p>	<p>CCSS.ELA-Literacy.L.7.1 CCSS.ELA-Literacy.L.7.1.b</p>	<ul style="list-style-type: none"> • Daily practice • Entrance/Exit slips • Peer editing/teacher conferencing (revising) 	<ul style="list-style-type: none"> • Students will write a fictional or non-fictional narrative

Quarter 3/Quarter 4

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments (options)	Summative Assessments
<p>1. Students can refer to the text several times to support their thoughts and inferences about a piece of informational text.</p>	<p>CCSS.ELA-Literacy.RI.7.1</p>	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Paragraph writing • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select informational text
<p>2. Students can explain and discuss how individuals, event, and ideas interact with each other in a text. and give an unbiased summary of a piece of informational text.</p>	<p>CCSS.ELA-Literacy.RI.7.2 CCSS.ELA-Literacy.RI.7.3</p>	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Paragraph writing • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select informational text
<p>3. Students can explain how an author organizes a piece of informational text to develop ideas and analyze how each major section contributes to the entire text.</p>	<p>CCSS.ELA-Literacy.RI.7.5</p>	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Paragraph writing • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select informational text
<p>4.</p>	<p>CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.2.a</p>	<ul style="list-style-type: none"> • Note-taking 	<ul style="list-style-type: none"> • Students will write an

<p>Students can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts, and information.</p>	<p>CCSS.ELA-Literacy.W.7.2.b</p>	<ul style="list-style-type: none"> • Responses to informal informational writing prompts • Monitoring student progress through phases of writing process • Peer and/or teacher conferencing 	<p>expository/informational piece of writing</p>
<p>5. Students can give an effective presentation that makes claims using relevant descriptions, facts, details, and examples.</p>	<p>CCSS.ELA-Literacy.SL.7.4</p>	<ul style="list-style-type: none"> • View/analyze multimedia presentations and identify strengths/weaknesses • Small/large group discussion 	<ul style="list-style-type: none"> • Students will present their expository/informational writing piece
<p>6. Students can show that they know how to write sentences accurately.</p>	<p>CCSS.ELA-Literacy.L.7.2</p>	<ul style="list-style-type: none"> • Daily practice • Entrance/Exit slips • Peer editing/teacher conferencing (revising) 	<ul style="list-style-type: none"> • Students will write an expository/informational piece of writing