

# **Wicomico County Public Schools**



## **High School Curriculum Guide**

### **English Language Arts**

**Grade: 7**

**August 2022**

## Grade: 7

# English Language Arts Curriculum Guide

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<b>❖ Core Advanced (gr. 6,7,8) and Honors Classes (gr. 9&amp;10) will use the next grade level band of standards and units.</b>	
○ <b>For example, Grade 6 Core Advanced would use Grade 7 standards with correlating units.</b>	
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# Secondary English Language Arts

## CURRICULUM GUIDE

### Literacy Vision:

Wicomico County Public School's literacy instruction is relevant, purposeful, and explicitly taught with high expectations for all students. Each student is provided the opportunity to develop **foundational skills**, build **knowledge and vocabulary** through interacting with **complex texts**, and engage in **evidence-based writing** to become lifelong readers, writers, and communicators.

### In WCPS, we believe....

- 1. In the science of teaching reading.** To become strong readers and writers, all students are explicitly taught reading foundational skills in early childhood - third grade, including phonological awareness, phonemic awareness, phonics, word recognition, print concepts, and fluency practices. This process begins in our early childhood program with an emphasis on oral language development and listening comprehension; as students progress, systematic phonics instruction is provided that helps them become increasingly fluent readers and writers. Foundational skills are enhanced in the intermediate and secondary grades through purposeful vocabulary development and strategically differentiated supports.
- 2. In engaging students in challenging and meaningful literacy opportunities through daily readings of complex text.** As a culturally and linguistically diverse district, relevant instruction is provided that promotes the acquisition of knowledge through readings that allows students to construct meaning about the world we live in through cooperative learning opportunities.
- 3. In building knowledge in our students by engaging them in coherent and systematic instruction that deepen their understanding of the world.** Our curriculum and instructional

practices are designed to expand students' knowledge and vocabulary through enriching lessons that require close readings complex texts and authentic reading and writing experiences.

- 4. In daily writing instruction and ample writing opportunities for students so that they become effective communicators.** Grammar and writing instruction (text-based writing, on-demand writing, and process pieces) are provided. We understand that reading and writing deserve equal attention and are mutually beneficial for each other; as such, our goal for writing instruction is to provide authentic experiences for students that build their writing capacity, allow them opportunities to showcase their knowledge, and communicate their diverse experiences.

# INTRODUCTION

This secondary English Language Arts curriculum guide has been established to provide a structure for teachers to follow for the implementation of high-quality literacy instruction. Secondary students in English Language Arts are immersed in learning using text and lessons from McGraw-Hill's StudySync Curriculum. Additional resources from Wicomico County's approved novel list and other county purchased platforms are used as supplemental resources.

The units are aligned to the **Maryland College and Career Ready Standards for English Language Arts**. It is important to note that this guide provides a model for literacy instruction that encompasses best practices to address the individual needs of all learners.

The units are centered around the following:

- Development of foundational skills
- Building knowledge and vocabulary
- Engagement of students in complex text and evidence-based writing
- Lesson driven by standards and not text
- Direct/explicit instruction
- Integration of daily reading, writing, grammar, vocabulary, and speaking and listening
- Differentiation
- Rigor
- Strategy-based instruction
- Student engagement
- Student collaboration and communication
- Instructional grouping and lessons taught based on formative and summative data

## Unit and Lesson Components

- **Standards:**
  - **Reading literature:** Focus on the close, sustained analysis of complex text
  - **Reading informational:** Focus on the close, sustained analysis of complex text
  - **Writing:** Present credible evidence from texts and craft coherent, well-developed prose

- **Speaking and listening:** Focused discussions (formal and informal) to convey ideas and information clearly and persuasively
- **Language:** Study and apply grammar
  - Integrate as part of reading, writing, and speaking
- **Vocabulary:** Study and apply vocabulary. Provide multiple exposures to academic words in authentic contexts. Use the words effectively when writing and speaking.
- **Two out of the three text types:** whole group - extended, small group - extended, independent reading – extended
- **Two - three short literary texts** (fiction, literary non-fiction, short plays, poems) that build student knowledge, deepen understanding of topic or theme, and complement the extended text.
- **Two - three short informational texts** (informational text, essays, speeches, memoirs, digital sources) that build student knowledge, deepen understanding of topic or theme, and complement the extended text.
- **Writings:**
  - **Informative/Explanatory** – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(at least one is extended/process piece)**
  - **Narrative** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **(extended/process piece)**
  - **Inquiry-Based Research** – Conduct short, focused or more extensive research project to answer a question, drawing on several sources **(extended/process piece)** Grade 9: Use for SSL for one semester
  - **Routine Writing** - Journals, Learning Logs, Responses to Open-Ended Questions, Student-Generated Notes, Write Like This strategies, Mentimeter, Google Classroom Question (in Classwork section), etc.

## Pacing Guide

The unit At-A-Glance provides the number of days the lessons should be taught. Building a classroom community by setting routines, procedures, expectations as well as local and state assessments are taken into consideration for each marking term.

Teachers will pace their instruction based on how to best meet the curriculum standards for each lesson. The term 1 pacing guide outlines the types of selections (informational/literature for extended whole group, small group,

and/or independent reading) and the types of writing that will be included. See information above.

### **About StudySync:**

StudySync's core English Language Arts curriculum centers on six units of instruction at each grade level. Each of the six units of instruction at a grade level is united by a single theme and essential question. Multi-faceted exploration of the theme and essential question allows students to write, read, and engage in academic conversations with opportunities for cross-curricular content and student choice. Students are also provided with the opportunity to apply learning across a wide range of texts as they apply earlier standards with greater depth to increasingly complex texts in multiple genres so that they become self-directed, critical learners who work collaboratively using metacognition skills. There is an integrated approach that blends instruction across listening, speaking, reading, writing, and thinking.

### **Maryland State Department of Education MCCRS Frameworks Documents**

#### **Links:**

##### *Reading: Literature*

- Grades 6-8: [MCCR Framework Reading Literature Grades 6-8](#)
- Grades 9-12: [MCCR Framework Reading Literature Grades 9-12](#)

##### *Reading: Informational*

- Grades 6-8: [MCCR Framework Reading Informational Text Grades 6-8](#)
- Grades 9-12: [MCCR Framework Reading Informational Text Grades 9-12](#)

##### *Writing:*

- Grades 6-8: [MCCR Framework Writing Grades 6-8](#)
- Grades 9-12: [MCCR Framework Writing Grades 9-12](#)

##### *Speaking and Listening:*

- Grades 6-8: [MCCR Framework Speaking and Listening Grades 6-8](#)
- Grades 9-12: [MCCR Framework Speaking and Listening Grades 9-12](#)

### *Language:*

- Grades 6–8: [MCCR Framework Language Grades 6–8](#)
- Grades 9–12: [MCCR Framework Language Grades 9–12](#)

### **Maryland Blueprint:**

The Blueprint for Maryland's Future provides the foundation needed to elevate every child to reach their full promise and potential by transforming Maryland's education system to a world-class model. The bold work of the Blueprint for Maryland's Future is organized into five distinct policy areas.

- Early Childhood Education
- High-Quality and Diverse Teachers and Leaders
- College and Career Readiness
- More Resources for Student Success
- Governance and Accountability

### **English Language Arts:**

Current Maryland regulation<sup>38</sup> stipulates that each local school system shall provide an instructional program in English language arts/literacy each year for all PreK–8 students and an English language arts/literacy program for grades 9–12 which enables students to meet graduation requirements. Importantly, the regulation sets the expectation that all curricula, text, and curriculum documents be aligned with the Maryland College and Career Ready Standards for English language arts/literacy.

### **College and Career Readiness**

- The Blueprint emphasizes access to a rigorous and meaningful education that readies students for success in college and careers through new curriculum standards and expanded access to Career and Technical Education (CTE) opportunities. The Maryland State Board of Education (MBOE) is developing a new college and career ready standard, with the goal of having students assessed and meeting the standard no later than the 10th grade.
- The Blueprint for Maryland's Future: College and Career Readiness report presents an update on the preparation for implementing Policy Area 3:



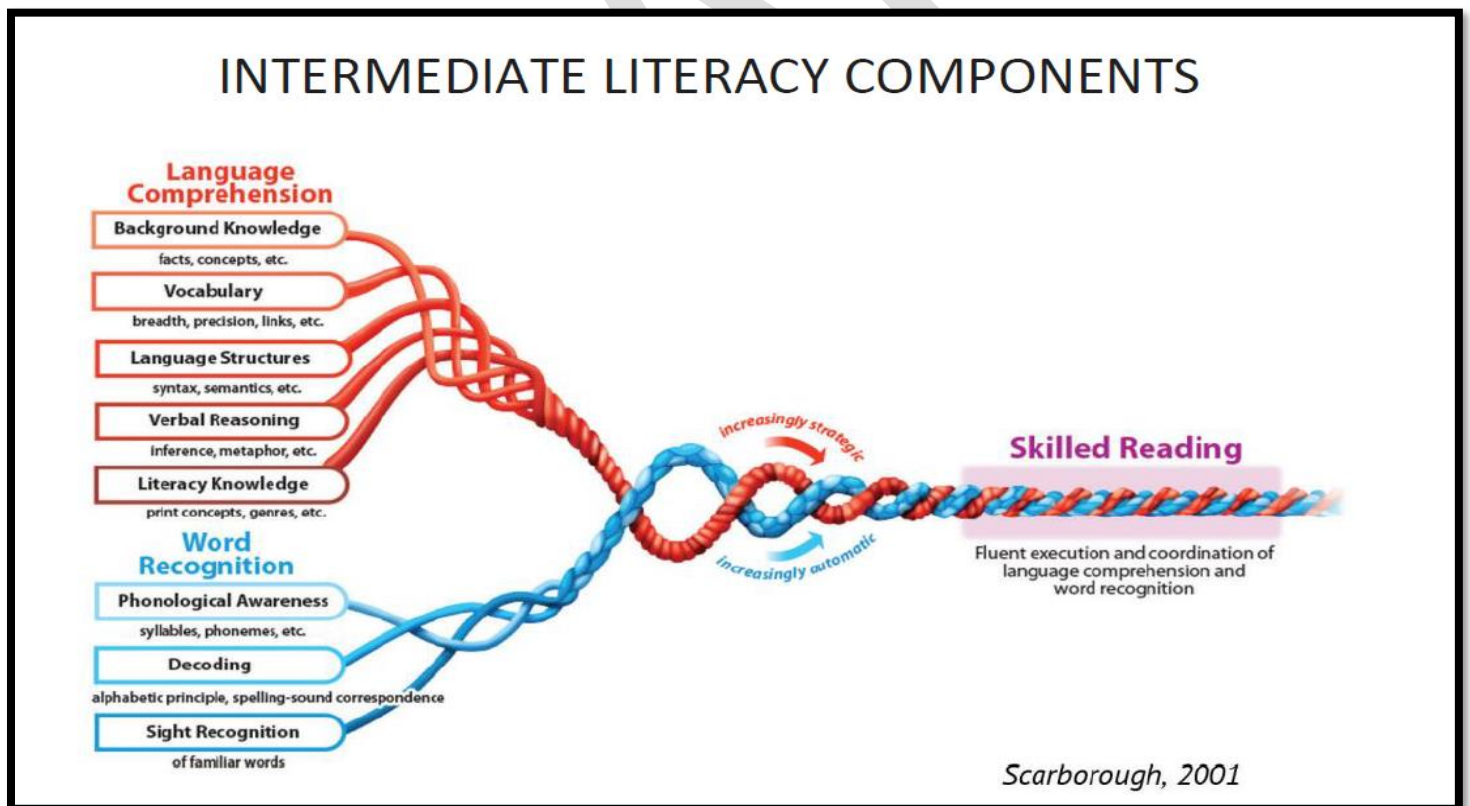
College and Career Readiness, which reimagines what today's students must know and be able to do by the end of the 10th grade. The Blueprint establishes what will be the standard that signifies a student is college and career ready.

The link below is for your information to provide your insight on Maryland's Blueprint.

[View the College and Career Readiness: Roadmap to Implementation Report](#)

### The Science of Reading:

"The science of reading is the converging evidence of what matters and what works, organized around models that describe how and why" (Jiban, 2022, p. 1). Early research provided a simple view of reading model which states, "reading comprehension (RC) is the product of decoding (D) and language comprehension (LC), or  $RC = D \times LC$ . Research shows that phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension are critical in early literacy instruction.



## Big Ideas of Each Element:

<b>Reading Foundational Skills</b> <ul style="list-style-type: none"><li>• Systematic foundational skills instruction is the best approach for teaching young students how to decode.</li><li>• Some students only need a little instruction, while others need a lot.</li><li>• Decoding and fluency do not guarantee strong comprehension but struggling with decoding guarantees struggle with comprehension.</li></ul>	<b>Text Complexity</b> <ul style="list-style-type: none"><li>• All students deserve access to complex texts, and we must start early on with early childhood students.</li><li>• Students who are struggling readers must have practice with complex texts and a high volume of reading texts they can read independently.</li><li>• The ability to comprehend complex texts differentiates students who are ready for college and career and those who struggle.</li></ul>
<b>Building Knowledge</b> <ul style="list-style-type: none"><li>• Knowledge and vocabulary are the foundation for reading comprehension.</li><li>• Building knowledge builds schema, which allows our brains to build vocabulary and knowledge more efficiently.</li><li>• Using a topic-based approach to literacy instruction is proven to build vocabulary 4 times faster than focusing on comprehension skills.</li></ul>	<b>Strong Writing Instruction</b> <ul style="list-style-type: none"><li>• Reading and writing are mutually beneficial processes.</li><li>• Writing instruction should:<ul style="list-style-type: none"><li>◦ Be explicit</li><li>◦ Include a variety of task types and genres.</li><li>◦ Demand that students gather and cite evidence from texts.</li><li>◦ Occur regularly and routinely.</li></ul></li></ul>

# Wicomico County Public Schools

## Middle/High School 80/90 Minute Integrated English/English Language Arts Framework

### Best Practices:

- Lesson driven by standards and NOT text
- Daily objective(s) posted, stated and shared
- Clear purpose for instruction shared with students
- Instructional activities aligned to standards
- Connect to Essential Question(s)

Purposeful instructional activities that meet the demands of the standards

Daily explicit teaching and modeling

\*The five components will be integrated in each lesson: daily reading, writing, grammar, vocabulary AND speaking and listening

### English/English Language Arts 80/90 Minute Block Structure

<b>Warm-up: 3-5 minutes</b>	<ul style="list-style-type: none"> <li>Target content previously taught</li> <li>Blast - StudySync</li> <li>Sponge activities (graffiti posters, etc.)</li> <li>Community Circle/build positive classroom environment/build relationships</li> </ul>
<b>Independent Reading/Interactive Read Aloud: 10-12 minutes</b>	<ul style="list-style-type: none"> <li>Integration of strategy instruction</li> <li>Notice and Note strategies</li> <li>Vocabulary development</li> <li>R5 Strategy</li> </ul>
<b>Instruction: 20-25 (25-30)</b>  <b>Personalized and Relevant Learning</b> <ul style="list-style-type: none"> <li>Daily reading, writing, grammar, vocabulary, speaking and listening</li> <li>Balance of technology use</li> </ul>	<p><b>Whole and/or Small Group</b> <i>(How will you give students access to the content? Balance the use of technology. Teaching vs Assigning)</i></p> <ul style="list-style-type: none"> <li>Direct/Explicit instruction in reading, writing, vocabulary including differentiation/scaffolding/modeling/Close Reading (addressing ELL, struggling readers, advanced learners – students' individual needs)</li> <li>Minilesson</li> <li>Intentional integrated instruction (reading, writing, grammar, vocabulary, speaking and listening)</li> <li>Use data to drive instruction (informal and formal data – iReady, writing, etc.)</li> <li>Connect, engage, motivate (immediate feedback, personalized work)</li> <li>Build background and activate prior knowledge</li> <li>Student collaboration</li> <li>Intentional questions focused on analysis, evaluation, synthesis               <ul style="list-style-type: none"> <li>Text dependent questions</li> <li>Academic/domain specific vocabulary</li> </ul> </li> </ul>

If we teach today's students as we taught yesterday's – we rob them of tomorrow. –John Dewey (Updated August 2022 – LK)

<b>Collaboration - Independent Practice: 30 (30-35) minutes</b>  <b>Personalized and Relevant Learning</b> <ul style="list-style-type: none"> <li>Daily reading, writing, grammar, vocabulary, speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement (routines, collaborative work, literature circles)</li> <li>Productive student talk</li> <li>Small/flexible grouping               <ul style="list-style-type: none"> <li>Reading/writing</li> <li>Student conferencing</li> </ul> </li> <li>iReady MyPath lessons 40-60 minutes weekly (middle school only)</li> <li>Differentiation (SQ3R, PQRS, jigsaw, tic-tac-toe menu, tiered assignments, Cubing, project menus, Nearpod, etc.)</li> <li>Balance of technology use</li> </ul>
<b>Reflection and Closure: 10 minutes</b>	<ul style="list-style-type: none"> <li>Read aloud</li> <li>Connect to previous learning</li> <li>Student sharing and peer response</li> <li>Exit slips, EPRs, parking lot, journal reflection, reading response journals, self-assessment, peer evaluation, other means of informal assessment</li> <li>Differentiation</li> <li>Preview next day's lesson</li> </ul>

Instruction: Purposeful,  
Thoughtful  
Teaching vs. Assigning

Integrated Instructional Block

STRANDS

TECHNOLOGY: Purposeful  
application  
Engagement and  
Enhancement

Daily Learning Opportunities

Daily Reading	Daily Writing	Daily Grammar	Daily Vocabulary	Daily Speaking and Listening
<ul style="list-style-type: none"> <li>Teacher and/or peer conferences</li> <li>Discussions about reading</li> <li>Focuses on author's craft/literary analysis in addition to content</li> <li>Response to reading—written or oral</li> <li>Opportunities for sustained, independent reading with metacognitive thinking/accountability</li> <li>Provide a variety of reading experiences (whole class, lit circles, independent novel)</li> <li>Instruction aligned with curriculum guide</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and/or peer conferences</li> <li>Discussions about writing</li> <li>Opportunities for sustained, independent writing</li> <li>Teaching the writing process</li> <li>Provide feedback throughout the writing process</li> <li>Provide a variety of writing experiences (on-demand, routine, extended, various genres)</li> <li>Prompts that connect writing to text</li> <li>Instruction aligned with curriculum guide</li> </ul>	<ul style="list-style-type: none"> <li>Grammar instruction integrated through reading, emphasizing author's craft</li> <li>Grammar instruction to improve student writing</li> <li>Grammar concepts utilized in student writing as author's craft</li> <li>Use of student writing samples or mentor texts</li> <li>Instruction aligned with curriculum guide</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary instruction integrated through reading and writing</li> <li>Vocabulary instruction on Tier 2 academic words</li> <li>Instruction in vocabulary strategies to determine word meaning, including roots/affixes, context clues, consulting reference materials</li> <li>Instruction aligned with curriculum guide</li> </ul>	<ul style="list-style-type: none"> <li>Formally and informally engage in collaborative discussions one-on-one, in small groups, and teacher-led throughout the lesson</li> <li>Explicit instruction using grade-level standards for speaking and listening</li> <li>Provide a variety of analytical listening experiences (speeches, TED talks, presentations, etc.)</li> <li>Instruction aligned with curriculum guide</li> </ul>
<p><i>Note: The following practices should not be utilized: round-robin reading, "pass-around" reading, using auditory text without purpose, or reading without accountability.</i></p>	<p><i>Note: Independent projects should include daily explicit teaching.</i></p>	<p><i>Note: Grammar instruction should be based on grade-level standards and assessed through writing. Skills taught in isolation are not research-based best practices.</i></p>	<p><i>Note: Research-based best practices do not support copying definitions in isolation.</i></p>	<p><i>Note: Formal speeches should be assigned with purpose, and the audience members should be actively engaged.</i></p>

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## References

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