

## Seventh Grade

### Quarter: 1

#### Essential Question(s):

1. What strategies can students use to help effectively predict literature?
2. Why is it important to make predictions while the students read?
3. What strategies do writers use to achieve their goals?
4. How do small things, like words, influence big ideas?
5. Should why we communicate change how we communicate?
6. How do we discover the wealth of meanings and uses of a word?
7. How does summarizing help me understand what I have read?

#### Common Core Standards:

##### Literature Skills

- 7.RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2:** 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.
- 7.RL.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### Informational Text

- 7.RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.2:** 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.
- 7.RI.3:** 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).
- 7.RI.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.
- 7.RI.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).

##### Writing

- 7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.

**7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

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.

b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

**7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.

b. Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.

**7.W.4:** 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.)

### ***Speaking and Listening***

**7.SL.1:** Engage effectively in a range of collaborative discussion (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.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**7.SL.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.

**7.SL.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 on page 52 for specific expectations.)

### ***Language***

**7.L.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.

**7.L.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 and old ( ) green shirt*).

b. Spell correctly.

**7.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**7.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing

flexibly from a range of strategies.

- 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.
- 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.)

**7.L.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.

**Essential Vocabulary:**

preview	author	solve	remain	evidence	relevant
analysis	narratives	descriptive details	revise	edit	paraphrase
informational text	reflection	hyphens	dashes	brackets	nuances
monitor	character	pressure	service	enhance	setting
report	increase	adjust	genre	indeed	abandon
action/event	original	sincerely	expository	tone/mood	familiar
soldier	persuasive	exposition	imagine	structure	plot
theme	conflict	transition	inference	supporting details	main idea

**Students will be able to:**

1. Explain how thoughts, words and actions of other characters contribute to characterization.
2. Identify problems with an author's figure of speech.
3. Identify problems with an author's logic or reasoning.
4. Create predictions when reading a selection.
5. Monitor predictions; abandon, enhance, adjust predictions.
6. Explain how the thoughts, words and actions of other characters contribute to characterization.
7. Identify types of points of view (such as first person, third person, limited and omniscient, subjective and objective) in a literary text.
8. Explain how literary devices (such as symbolism, imagery, and metaphor) impact a variety of increasingly complex fictional texts and poems.
9. 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.
10. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
11. Organize interpretations around several clear ideas, premises, or images from the literary work.
12. Include evidence from the text to support statements in a response to literature.
13. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
14. Deliver a speech as well as listening to others.
15. Demonstrate appropriate use of the English language.

## Seventh Grade

### Quarter: 2

#### Essential Question(s)

1. How does summarizing help me understand what I have read?
2. What strategies do writers use to achieve their goals?
3. How do small things, like words, influence big ideas?
4. What is the relationship between words and emotions?
5. How do I distinguish between fact and opinion and decide which is important?
6. Should why we communicate change how we communicate?
7. Why is it important to know the difference between a biography and an autobiography?
8. How do we use articles used for persuasion vs. information in our daily life?
9. Why is it important to make connections while I read?
10. How can I connect what I read with what I already know?

#### Common Core Standards:

##### Literature Skills

- 7.RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2:** 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.
- 7.RL.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4:** 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).
- 7.RL.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy sonnet) contributes to its meaning
- 7.RL.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Informational Text

- 7.RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.2:** 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.
- 7.RI.3:** 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).
- 7.RI.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.

**7.RL.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.

**7.RI.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.

**7.RL.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).

**7.RI.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.

### **Writing**

**7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.

**7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

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.

b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

**7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.

b. Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.

**7.W.4:** 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.)

**7.W.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 on page 52.)

**7.W.6:** 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.

## **Speaking and Listening**

**7.SL.1:** Engage effectively in a range of collaborative discussion (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.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**7.SL.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.

**7.SL.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**7.SL.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 on page 52 for specific expectations.)

## **Language**

**7.L.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.

**7.L.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 and old (,) green shirt*).

b. Spell correctly.

**7.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**7.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

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.

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.)

**7.L.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.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**7.L.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.

**Essential Vocabulary:**

Author, Text Features Transition clarify summaries persuasive speech figurative language	Sequence, Titles (headings) Compare & Contrast combine autobiography	Charts Supporting details describe evidence persuasive essay	Maps Cause & Effect express analyze	Diagrams Main idea combine rhymes	Captions Fact & Opinion clarity delineate
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**Students will be able to:**

1. Identify and extract important information and details in text to create a summary.
2. Create summaries of text using several pieces of textual evidence to support analysis.
3. Explain how thoughts, words and actions of other characters contribute to characterization.
4. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
5. Write arguments to support claims with clear reasons and relevant evidence.
6. Write informative/explanatory texts to examine a topic and convey ideas.
7. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
8. Use technology to research, produce and publish writing.
9. Demonstrate the command of formal English when indicated or appropriate.
10. Analyze the interaction between individual's events and ideas in a text.
11. Compare and contrast text in different forms of text. Audio, visual etc.
12. Evaluate a speaker's argument and specific claims.
13. Demonstrate an understanding of figurative language.
14. Use accurately grade appropriate general academic words.

## Seventh Grade

**Quarter: 3**

### **Essential Question(s)**

1. Why is it important to make connections while I read?
2. How can I connect what I read with what I already know?
3. Why is it important to ask reader-generated questions while I read?
4. How can I ask questions that will improve my comprehension?
5. Should why we communicate change how we communicate?
6. Do people control information, or does information control people?

### **Common Core Standards:**

#### ***Literature Skills***

- 7.RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2:** 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.
- 7.RL.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4:** 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.
- 7.RL.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.RL.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.7:** 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).

#### ***Informational Text***

- 7.RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.2:** 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.
- 7.RI.3:** 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).
- 7.RI.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.
- 7.RI.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.
- 7.RI.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.

**7.RL.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).

**7.RL.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.

### ***Writing***

**7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
- b. Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.

**7.W.4:** 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.)

**7.W.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.

**7.W.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### ***Speaking and Listening***

**7.SL.1:** Engage effectively in a range of collaborative discussion (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.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

**7.SL.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.

**7.SL.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**7.SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Language**

**7.L.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.

**7.L.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*).
- b. Spell correctly.

**7.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**7.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- 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.
- 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.)

**7.L.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.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

**7.L.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.

**Essential Vocabulary:**

Author, Text Features Transition Summaries persuasive speech	Sequence, Titles (headings) Compare & Contrast evidence delineate	Charts Supporting details clarify.clarity analyze figurative language	Maps Cause & Effect combine rhymes	Diagrams Main idea describe autobiography	Captions Fact & Opinion express persuasive essay
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**Students will be able to:**

1. Preview text.
2. Make basic, multilevel, and viable connections.
3. Focus on making good connections.
4. Read closely in order to determine both explicit and inferred meanings of a text.
5. Sort textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme.
6. Record repeated messages or patterns they observe within various story elements.
7. Determine how specific events or dialogue significantly impact the development of a story
8. Identify words and phrases that create/reveal a variety of tones.
9. Independently analyze how a writer's use of language creates meaning within a text.
10. Compare and contrast two or more texts with different structures.
11. Observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image.
12. Acquire the habit of reading independently and closely.
13. Read closely in order to determine both explicit and inferred meanings of a text.
14. Determine the central idea or focus of a text.
15. Actively read and take note of how recurring examples, images and conclusions drawn by the writer support and build the central idea of the text.
16. Analyze a writer's style and presentation in order to determine the relationship between individuals, ideas, or events.
17. Identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose.
18. Recognize how an author's perspective presents itself within a text.
19. Evaluate how messages can most effectively be delivered to one's intended audience.
20. Understand how two or more texts may present the same topic from differing viewpoints.
21. Demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers.

## Seventh Grade

**Quarter: 4**

### **Essential Question(s)**

1. Why is it important to make connections while I read?
2. How can I connect what I read with what I already know?
3. Why is it important to ask reader-generated questions while I read?
4. How can I ask questions that will improve my comprehension?
5. Should why we communicate change how we communicate?
6. Do people control information, or does information control people?

### **Common Core Standards:**

#### ***Literature Skills***

**7.RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**7.RL.2:** 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.

**7.RL.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**7.RL.4:** 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.

**7.RL.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**7.RL.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**7.RL.7:** 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).

**7.RL.9:** 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.

**7.RL.10:** 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.

#### ***Informational Text***

**7.RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**7.RI.2:** 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.

**7.RI.3:** 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).

**7.RI.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.

**7.RL.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.

**7.RI.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.

**7.RL.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).

**7.RI.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.

**7.RI.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.

**7.RI.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.

### ***Writing***

**7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and

event sequence that unfolds naturally and logically.

b. Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**7.W.4:** 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.)

**7.W.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.

**7.W.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**7.W.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**7.W.8:** 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.

**7.W.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 non fiction (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”).

**7.W.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.

### **Speaking and Listening**

**7.SL.1:** Engage effectively in a range of collaborative discussion (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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

**7.SL.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.

**7.SL.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the

evidence.

**7.SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

**7.L.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.

**7.L.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*).

b. Spell correctly.

**7.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**7.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

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.

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.)

**7.L.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.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

**7.L.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.

**Essential Vocabulary:**

Author, Text Features Transition Summaries persuasive speech point of view alliteration	Sequence, Titles (headings) Compare & Contrast evidence delineate connotation figurative	Charts Supporting details clarify.clarity analyze figurative language denotation irony	Maps Cause & Effect combine rhymes inferences opinion dialogue	Diagrams Main idea describe autobiography explicit details plagiarism diction	Captions Fact & Opinion express persuasive essay character hyperbole informational
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**Students will be able to:**

1. Make inferences or conclusions from a text.
2. Describe elements of a story or drama, e.g., setting, plot, characters, conflict, resolution climax).
3. Identify ways the author develops point of view using dialogue, what other characters say about that character and their own thoughts and actions.
4. Compare and contrast how the time, place or character are shown or changed in a literary work.
5. Identify the meaning of words and phrases as used in the text.
6. Explain what figurative and connotative words mean.
7. Identify and understand the following in literary text: key ideas, form & structure, blending of knowledge & ideas at grade level.
8. Explain what a central idea is as well as a supporting detail.
9. Explain how to write a summary and write a summary.
10. Identify key words and phrases, including figurative words and phrases, connotative words and phrases, technical words and phrases.
11. Analyze how the tone of a piece is changed by the word choice, including figurative language, connotative language and technical language.
12. Describe the type of structure the author used to organize the text.
13. Identify the opposing arguments, or point of view stated or implied in a piece.
14. Determine the task, purpose and audience in a piece of writing.
15. Understand how to plan, revise, edit and rewrite an essay.
16. Identify the technology tools used for producing and publishing texts.
17. Explain how to use cite sources, and create hyperlinks.
18. Identify appropriate organizational structure for various types of writing.
19. Correctly use knowledge of language when writing, reading and listening.
20. Know ways to find meanings of unknown words.
21. Use the correct resources to find and understand vocabulary words.
22. Understand the rules of polite discussion and group work with peers.
23. Engage in different types of discussions by listening and sharing what has been learned about topics in class.
24. Make basic, multilevel, and viable connections.
25. Focus on making good connections.
26. Read closely in order to determine both explicit and inferred meanings of a text.