Curricular Framework English Language Arts-Grade 7

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Informational/Explanatory ● Literary Analysis ● Research ● Routine Writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process

Unit 2	Primary Focus Standards:
	RL.7.1 RI.7.1
	RL.7.2 RI.7.2
	RL.7.6 RI.7.3
	           RI.7.4
	           RI.7.5
	           RI.7.6
	           RI.7.7
	           RI 7.8
	           RI. 7.9
		Primary Focus Standards:
		W.7.1A,B,C,D,E
		W.7.4
		W.7.5
		W.7.6
		W.7.10
		Select at least one from W.7.7, W.7.8, W.7.9A,B
			Primary Focus Standards:
			SL.7.1A,B,C,D
			SL.7.3
			SL.7.4
			SL.7.6
				Primary Focus Standards:
				L.7.1B
				L.7.2B
				L.7.3A
				L.7.4A,C,D
				L.7.5 B
				L.7.6

	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Arguments ● Routine Writing	Task Type: ● Discuss, analyze and present effectiveness of media messages in small groups and whole class	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.3 RI.7.6 RL.7.4 RL.7.5 RL.7.6 RL.7.7 RL. 7.9	Primary Focus Standards: W.7.3A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.4 SL.7.6	Primary Focus Standards: L.7.1C L.7.2A,B L.7.3A L.7.4A,C,D L.7.5A,C L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts	Writing Genre: ● Narrative	Task type: ● Project-based	These standards are embedded within the writing process

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Overview	Reading	Writing	Speaking and Listening	Language
	● 4-8 shorter texts depending upon length and complexity	● Research/Informative ● Routine Writing	presentations focusing on use of multimedia and visual displays	
Unit 4	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6 RL. 7.10 RI. 7.10	Primary Focus Standards: W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6	Primary Focus Standards: L.7.2B L.7.3A L.7.4A,B,C,D L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and Explanatory ● Routine Writing	Task type: ● Socratic Seminars and Debates	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● Close In on Close Reading ● Teaching Channel: Thinking Notes Strategy For Close Reading ● Summarizing, Paraphrasing & Retelling ● Strategies for Analyzing Argument ● Common Core Reading Strategies Informational Text ● Summarizing Non-Fiction Text ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Teaching Theme ● Exploring Character ● Literary Analysis ● Vocabulary: Doing It Differently	Writing/Language ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Teaching Narrative ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis Writing ● Writing a Thesis Statement	Speaking & Listening ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar	Critical Thinking ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

Unit 1 Grade 7

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Unit 1 Grade 7		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
RL.7.2.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.	RI.7.2. 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.	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Analyze the impact of specific word choice on meaning and/or tone

Unit 1 Grade 7		
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.	technical meanings; analyze the impact of a specific word choice on meaning and tone.	• Explain poetic devices used in text • Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Analyze why the author used a specific word choice or sound device • Analyze the impact of a word choice or sound device on the reader • Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	RI.7.5. 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.	• Describe the form and structure of a drama or poem • Describe the structure used to organize a nonfiction text ~~texts~~ • Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices
		RI.7.6: • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    W.7.2.A. Introduce a topic; 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.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
		• Focus writing on thoroughly describing or explaining a topic
		• Identify the defining elements of this specific writing genre
		• Explore topics from their content area classes.
		• Introduce a topic clearly, previewing what is to follow
		• Organize ideas, concepts, and information into broader categories 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

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W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2.E. Establish and maintain a formal style/academic style, approach, and form. W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	• Include relevant supporting facts, information, and details • Transition between ideas using appropriate words and phrases • Select precise language and domain-specific vocabulary • Consistently use an appropriate style • Create language that is appropriate to one's audience and follows a formal tone • Write a conclusion to bring the text to a close
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	• Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience
W.7.5. 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.	• Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. 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.	• Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	• Engage in short research projects to answer a self-selected or teacher-assigned questions • Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	• Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source

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	• Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in writing

W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.7.9.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").
    W.7.9.B. 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").
	• Incorporate ideas from literary or informational texts to support writing
	• Deconstruct and reflect upon textual evidence
	• Identify evidence that supports claims in literary analysis
	• Logically connect evidence to claims in writing
	• Select direct and indirect quotations that relate to the topic as evidence
	• Cite in-text direct and indirect quotations appropriately
	• Explain quotations used as support to enhance meaning
	• Recognize and identify multiple organizational models
	• Apply a specific organizational strategy to a writing

W.7.10. 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.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**

SL.7.1. Engage effectively in a range of collaborative discussions (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.
    SL.7.1.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.
    SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.
	• Read required texts prior to discussions
	• Prepare for discussions
	• Use previous knowledge to expand discussions about a topic
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Define and identify rules for discussions, including group and individual roles
	• Model appropriate behavior during discussions
	• Craft and respond to specific questions based on the topic or text, elaborating when necessary
	• Reflect on and paraphrase what was discussed
	• Summarize the ideas expressed

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• Present information using sound, detailed, and relevant evidence in a coherent manner. • Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic

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	• Use practices that engage the audience (ie: eye contact, volume, pronunciation) • Emphasize important points with different pitch or volume • Elaborate on a point that listeners may need more explanation to understand
SL.7.6. 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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations • Recognize and consider the audience • Determine if the topic and language style correspond appropriately • Reflect on the use of language and revise as needed

Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.	• Identify phrases and clauses in sentences in reading • Explain the function of phrases and clauses in general • Explain the function of phrases and clauses in specific sentences
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	• Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Select precise language • Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.7.4.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).
	• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

L.7.6. 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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 1 Grade 7 What This May Look Like

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Unit 1 Grade 7	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.

Unit 2 Grade 7		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Paraphrase evidence from text - Correctly cite evidence - Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim - Use evidence from the text to make and check predictions as you read - Make personal connections, connections to other texts, and/or global connections, when relevant - Gather evidence from the text to support inferences or explicit meaning - Read and analyze a variety of literary genres and informational texts - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences

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Unit 2 Grade 7		
		• Refer to the text for support when analyzing and drawing inferences
RL.7.2.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.	RI.7.2. 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.	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text
	RI.7.3. 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).	• Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Explain the relationships between individuals, events, and ideas in a text • Reflect on how historical figures influenced ideas or events of the time period and vice versa • Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way • Analyze the impact of the interaction between ideas, individuals, and events on the reader • Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea
	RI.7.4. 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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Analyze the impact of specific word choice on meaning and/or tone • Analyze why the author used a specific word choice or sound device • Analyze the impact of a word choice or sound device on the reader • Evaluate the effectiveness of the author's word choice or sound device
	RI.7.5. Analyze the structure an author uses to organize a text,	• Describe the form and structure of a drama or poem • Describe the structure used to organize a nonfiction text

Unit 2 Grade 7		
	including how the major sections contribute to the whole and to the development of the ideas.	• Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices
		RI.7.6: • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
	RI.7.7. 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).	• Analyze how content differs depending on the medium in which it is presented • Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats • Identify techniques present in each format • Compare/contrast two or more formats' portrayal of the same subject • Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text
	RI.7.8. 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.	• Support arguments presented in text with evidence. • Identify arguments and specific claims in a text • Determine which textual segments most strongly support the author's claim • Determine the validity of the reasoning • Determine the relevance and sufficiency of the evidence • Delineate and evaluate the argument and specific claims in a text
	RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same	• Track key individuals, events, and/or ideas in informational texts from two or more authors. • Investigate how one topic may be presented in different ways • Compare and contrast two or more authors' presentations of key information. • Analyze the importance of the different information each author emphasized and

Unit 2 Grade 7	
topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	excluded • Analyze how the authors use the same information, but produce different texts because of interpretation • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view
Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**
W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1.D. Establish and maintain a formal style/academic style, approach, and form. W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.	• Write arguments to support claims • Support arguments with clear reasons and relevant evidence • Introduce claim(s) • Write a clear thesis statement • Address opposing claims • Organize the reasons and evidence logically. • Choose appropriate reasoning and evidence to support claims • Evaluate sources for accuracy and reliability • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence • Choose a consistent style, approach, and form for the task • Close the text with a conclusion
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	• Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience
W.7.5. 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.	• Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. 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.	• Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas

Unit 2 Grade 7	
	• Give and receive feedback using technology • Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	• Engage in short research projects to answer a self-selected or teacher-assigned questions • Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	• Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in writing

W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.7.9.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").
    W.7.9.B. 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").
	• Incorporate ideas from literary or informational texts to support writing
	• Deconstruct and reflect upon textual evidence
	• Identify evidence that supports claims in literary analysis
	• Logically connect evidence to claims in writing
	• Select direct and indirect quotations that relate to the topic as evidence
	• Cite in-text direct and indirect quotations appropriately
	• Explain quotations used as support to enhance meaning
	• Recognize and identify multiple organizational models
	• Apply a specific organizational strategy to a writing

W.7.10. 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.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
SL.7.1. Engage effectively in a range of collaborative discussions (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.	• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic

Unit 2 Grade 7	
SL.7.1.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. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	• Determine the speaker's argument and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• Present information using sound, detailed, and relevant evidence in a coherent manner. • Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic • Use practices that engage the audience (ie: eye contact, volume, pronunciation) • Emphasize important points with different pitch or volume • Elaborate on a point that listeners may need more explanation to understand
SL.7.6. 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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations. • Recognize and consider the audience • Determine if the topic and language style correspond appropriately • Reflect on the use of language and revise as needed
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	• Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences • Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	• Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Select precise language • Revise writing for wordiness and redundancies
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range	• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases

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of strategies.
    L.7.4.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.
    L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.7.4.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).
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	• Identify the relationship of words in reading • Clarify words by using the relationship between them in writing
L.7.6. 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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 2 Grade 7 What This May Look Like	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.

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Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
RL.7.2. 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.	RI.7.2. 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.	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text

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RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		• Analyze the impact specific story elements have on the text • Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) • Analyze how the plot and setting affect the actions/choices of the characters • Explain why the author chose to have elements of a story interact in a specific way • Analyze the impact of the relationship between characters, setting, and plot on the reader • Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
RL.7.4. 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.		• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Analyze the impact of specific word choice on meaning and/or tone • Explain poetic devices used in text • Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Analyze why the author used a specific word choice or sound device • Analyze the impact of a word choice or sound device on the reader • Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning		• Describe the form and structure of a drama or poem • Describe the structure used to organize a nonfiction text ~~texts~~ • Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices

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		RI.7.6: • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
RL.7.7. 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).		• Analyze how content differs because of the medium in which it is presented • Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) • Generate a list of techniques expressed in each medium • Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version • Determine how the techniques of a particular medium affect the content • Analyze the effects of techniques unique to each medium • Explain what makes each medium unique • Analyze the impact of each medium on the reader • Make judgments about which medium best represents the content
RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.		• Compare and contrast historical fiction and a factual text • Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Analyze the importance of the information each author emphasized and the importance of what was excluded • Analyze why the author of the fictional piece chose to use or alter history • Analyze the impact that the author's use or alteration of history has on the reader • Evaluate the effectiveness of the author's choices to use and/or alter history
Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		• Engage the reader with a story hook
		• Introduce a narrator and/or characters
		• Establish a point of view and background story
		• Organize an event sequence that unfolds naturally and logically
		• Use narrative techniques effectively to develop experiences, events, and/or characters
		• Transition from one idea to the next by using appropriate words and phrases
		• Use figurative language to aid in description
		• Describe ideas by using sensory and specific language

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W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	• Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	• Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience
W.7.5. 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.	• Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. 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.	• Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	• Engage in short research projects to answer a self-selected or teacher-assigned questions • Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	• Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing

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	• Paraphrase source information to avoid plagiarism in writing
W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.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"). W.7.9.B. 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").	• Incorporate ideas from literary or informational texts to support writing • Deconstruct and reflect upon textual evidence • Identify evidence that supports claims in literary analysis • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Recognize and identify multiple organizational models • Apply a specific organizational strategy to a writing
W.7.10. 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.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**
SL.7.1. Engage effectively in a range of collaborative discussions (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. SL.7.1.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. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
SL.7.2. 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.	• Extract the main ideas and the details used to support it presented in different media formats • Synthesize the information, sorting between the main points and smaller details that work to support the main points • Use a graphic organizer (e.g., web, outline, etc)to analyze presented information • Explain how the main idea and supporting details help to clarify a topic, text, or issue
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use	• Present information using sound, detailed, and relevant evidence in a coherent manner.

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appropriate eye contact, adequate volume, and clear pronunciation.	• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic • Use practices that engage the audience (ie: eye contact, volume, pronunciation) • Emphasize important points with different pitch or volume • Elaborate on a point that listeners may need more explanation to understand
SL.7.6. 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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations. • Recognize and consider the audience • Determine if the topic and language style correspond appropriately • Reflect on the use of language and revise as needed
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	• Identify phrases and clauses in sentences when reading • Accurately use phrases and clauses within a sentence in writing • Recognize and correct misplaced and dangling modifiers

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.7.2.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
    L.7.2.B. Spell correctly.
	• Identify a series of adjectives in writing
	• Use a comma to separate adjectives in a series
	• Apply common rules and patterns to spell words correctly

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Select precise language • Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.7.4.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).
	• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
    L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite,
	• Define and identify figures of speech
	• Determine the meaning of and purpose of figures of speech in context
	• Identify the relationship of words
	• Clarify words by using the relationship between them
	• Discern the difference in meaning between closely related words

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diplomatic, condescending).	
L.7.6. 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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 3 Grade 7 What This May Look Like	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.

Unit 4 Grade 7	
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global

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		• connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
RL.7.2.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.	RI.7.2. 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.	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text
RL.7.4. 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.	RI.7.4. 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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Analyze the impact of specific word choice on meaning and/or tone • Explain poetic devices used in text • Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Analyze why the author used a specific word choice or sound device • Analyze the impact of a word choice or sound device on the reader • Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the	• Describe the form and structure of a drama or poem • Describe the structure used to organize a nonfiction text texts • Explain how text structure impacts overall meaning of text

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	whole and to the development of the ideas.	• Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices
		RI.7.6: • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.	RI.7.1.10. **By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	• Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering grade level text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts
Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    W.7.2.A. Introduce a topic; 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.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		• Focus writing on thoroughly describing or explaining a topic
		• Identify the defining elements of this specific writing genre
		• Explore topics from their content area classes.
		• Introduce a topic clearly, previewing what is to follow
		• Organize ideas, concepts, and information into broader categories 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
		• Include relevant supporting facts, information, and details
		• Transition between ideas using appropriate words and phrases

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W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2.E. Establish and maintain a formal style/academic style, approach, and form. W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	• Select precise language and domain-specific vocabulary • Consistently use an appropriate style • Create language that is appropriate to one's audience and follows a formal tone • Write a conclusion to bring the text to a close
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	• Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience
W.7.5. 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.	• Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. 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.	• Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	• Engage in short research projects to answer a self-selected or teacher-assigned questions • Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	• Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations

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	• Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in writing

W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.7.9.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").
    W.7.9.B. 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").
	• Incorporate ideas from literary or informational texts to support writing
	• Deconstruct and reflect upon textual evidence
	• Identify evidence that supports claims in literary analysis
	• Logically connect evidence to claims in writing
	• Select direct and indirect quotations that relate to the topic as evidence
	• Cite in-text direct and indirect quotations appropriately
	• Explain quotations used as support to enhance meaning
	• Recognize and identify multiple organizational models
	• Apply a specific organizational strategy to a writing

W.7.10. 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.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

SL.7.1. Engage effectively in a range of collaborative discussions (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.
    SL.7.1.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.
    SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.
	• 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
	• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
	• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
	• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

SL.7.2. 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.	• Extract the main ideas and the details used to support it presented in different media formats • Synthesize the information, sorting between the main points and smaller details that work to support the main points • Use a graphic organizer (ie: web, outline, etc)to analyze presented information • Explain how the main idea and supporting details help to clarify a topic, text, or issue

Unit 4 Grade 7	
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	- Use multimedia and visual displays to enhance work - Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props) - Find meaningful ways to include these tools in presentations - Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning - Use multimedia to help make claims and findings clear and to emphasize important points for the audience - Determine when it is appropriate to use informal language versus formal English
SL.7.6. 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 here for specific expectations.)	- Orally present information, using appropriate speech, in a variety of situations. - Recognize and consider the audience - Determine if the topic and language style correspond appropriately - Reflect on the use of language and revise as needed
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	- Select precise language - Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
    L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.7.4.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).
	- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases - Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word - Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech - Determine the meaning of commonly used prefixes and suffixes - Separate a base word from the prefix or suffix - Use the definition of known prefixes and suffixes to define new words - Identify root words in unknown words - Use known root words to aid in defining unknown words - Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses - Consult reference materials that are both printed and digital

L.7.6. 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.	- Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Curricular Framework English Language Arts-Grade 7

Unit 4 Grade 7

Unit 4 Grade 7 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.