



7th Grade

The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson myPerspectives, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

AzM2 ELA Blueprint 2016 Standards

Grades 6-8 Reporting Category	Min.	Max.
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
<i>Reading for Informational Text</i>	30%	25%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	30%	38%
<i>Writing</i>	17%	19%
<i>Language</i>	13%	19%

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in myPerspectives Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within myPerspectives curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzM2 content limits and task demands.

WC – Whole Class; SG – Small Group; IL – Independent Learning

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's 6-8 Balanced Literacy Framework (160 minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes a focus on vocabulary development through word study analysis, closely reading and annotating a text to develop meaning and comprehension, and transferring learning in whole and small group discussion as well as writing to build independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
Word Study (15 Minutes) <i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i>	<ul style="list-style-type: none"> Give specific and immediate feedback Explicitly and Systematically Model: <ul style="list-style-type: none"> Decoding of multi-syllable words Syllable Rules and Patterns Morphology Root words and affixes Model how to determine the meaning of unknown words or phrases by choosing from a variety of strategies Model how to use root words to determine meaning or word, including individual word parts 	<ul style="list-style-type: none"> Read and write words using knowledge of phonograms and spelling patterns Identify, sort, divide, and read multi-syllable words Determine the meaning of unknown words and phrases using knowledge of root words and word parts Apply knowledge of affixes (Greek, Latin, etc.) in order to determine meaning of unknown words 	<ul style="list-style-type: none"> Pearson myPerspectives 95% Group Vocab Surge
Whole Group Instruction/Launch Lesson (20-50 Minutes) <i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning.</i>	<ul style="list-style-type: none"> Expose students to text above grade level Model close reading and annotation of text as well as comprehension strategies, including rereading the text for multiple purposes Demonstrate proficient and fluent reading Model fix-up reading strategies Expose students to a variety of genres Model the use of context clues to determine the meaning of unknown words Analyze text for complexity in order to provide scaffolds Model how to support ideas, thoughts, and perspectives using textual evidence 	<ul style="list-style-type: none"> Utilize comprehension strategies while reading Ask and answer questions while reading and explain strategies used to understand a text Read a wide variety of text types and formats Utilize a variety of strategies (context clues, picture clues) to determine meaning of words Closely read and annotate text, including rereading for different purposes Practice fluent reading through multiple readings of a variety of texts Analyze a selection of text from multiple perspectives in order to participate in whole and small group discussions 	<ul style="list-style-type: none"> Pearson myPerspectives Appendix B Essential Literature E-Books
Small Group Instruction (20-50 Minutes) <i>Purpose: Small group instruction provides opportunities for student to participate in collaborative conversations centered on a common text or multiple texts in order to analyze a text further and incorporate different perspectives.</i>	<ul style="list-style-type: none"> Expose students to a variety of genres, including different types and formats Model, guide, and reinforce good reading behaviors and strategies Facilitate, scaffold, and/or guide small group discussions Prompt and reinforce reading behaviors, strategies, and collaborative discussion techniques Monitor and observe small group discussion, including taking anecdotal notes 	<ul style="list-style-type: none"> Read increasingly challenging text with fluency, accuracy, and understanding Monitor comprehension and utilize strategies to increase understanding Read and respond to a wide range of text in small group discussions Come to group discussion prepared by previously closely reading and annotating the text as well as developing open ended questions Extend application of skills and strategies during independent reading Select appropriate text to extend learning of topic or interest 	<ul style="list-style-type: none"> Pearson myPerspectives 95% Group Bookroom Scholastic Reading Inventory
Writing (45 Minutes) <i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i>	<ul style="list-style-type: none"> Model proficient writing across multiple genres Model the writing process, including selecting the appropriate Thinking Map for genre and purpose Facilitate shared and guided writing practice Confer with students to provide feedback on a writing piece and set goals Extend literary analysis to writing for a specific task and purpose Model how to cite and paraphrase textual evidence (following MLA) 	<ul style="list-style-type: none"> Connect reading textual analysis through writing using text evidence that include direct quotes or paraphrasing adhering to MLA Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose Write increasingly complex and connected sentences using varied sentence structure Participate in the writing process, including collaborating with others Present writing with small group and whole class presentations Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> Thinking Maps Write from the Beginning Pearson myPerspectives

Year Long Standards

Range of Reading and Level of Text Complexity

7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. (Lexile Range 925-1185).

7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. (Lexile Range 925-1185).

Range of Writing:

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.

Range of Reading Staircase to Complexity

6th-8th Grade Lexile Range: 925-1185

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2 & Unit 3 (WC)	Quarter 3 Unit 3 (SG) & Unit 4	Quarter 4 Unit 5
Reading Standards for Literature				
<p>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. <i>Connects to 7.W.9</i> 6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p>	<p><i>Two Kinds</i> (WC) <i>A Simple Act</i> (WC) <i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> Identify several pieces of explicit information from a text. Explicitly analyze the text and formulate inferences. Cite textual evidence to support the analysis of information (explicit/inferences). 	<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) <i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> Identify several pieces of explicit information from a text. Identify several pieces of explicit information from a text to formulate inferences. Explicitly analyze the text and formulate inferences Cite textual evidence to support the analysis of information (explicit/inferences). 	<p>Thank You, M'am (SG) <i>Turtle Watchers</i> (SG) <i>"Nature" is what We see--</i>(SG) <i>The Sparrow</i>(SG) <i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> Identify several pieces of explicit information from a text. Identify several pieces of explicit information from a text to formulate inferences. Explicitly analyze the text and formulate inferences Cite textual evidence to support the analysis of information (explicit/inferences). 	<p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> Identify several pieces of explicit information from a text. Identify several pieces of explicit information from a text to formulate inferences. Explicitly analyze the text and formulate inferences. Cite textual evidence to support the analysis of information (explicit/inferences).
<p>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. <i>Connects to 7.W.9</i> 6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported</p>	<p><i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> Determine a theme or central idea using supporting details. Analyze theme or central idea development over the course of a text. Objectively summarize the text to include the theme or central idea. 		<p><i>He-y, Come On Ou-t!</i> (SG) <i>Turtle Watchers</i> (SG) <i>"Nature" is what We see--</i>(SG) <i>The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> Determine a theme or central idea using supporting details. Analyze theme or central idea development over the course of a text. 	<p><i>The Grapes of Wrath</i> (WC) <i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> Determine a theme or central idea using supporting details. Analyze theme or central idea development over the course of a text. Objectively summarize the text to include the theme or central idea.

<p>by using several pieces of text evidence. 6-8:S1-I-2: summarize a text including specific details and information.</p>			<ul style="list-style-type: none"> Objectively summarize the text to include the theme or central idea. 	
<p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <i>Connects to 7.W.9</i></p>		<p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (plot, conflict, resolution), noting how they affect each other and contribute to the story's meaning. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (character development, dialogue), noting how they affect each other and contribute to the story's meaning. <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (stage directions), noting how they affect each other and contribute to the story's meaning. 	<p><i>Thank You, M'am</i> (WC)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (plot), noting how they affect each other and contribute to the story's meaning. <p><i>He-y, Come On Ou-t</i> (SG)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (irony, theme), noting how they affect each other and contribute to the story's meaning. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> Analyze the interaction between specific elements (theme), noting how they affect each other and contribute to the story's meaning.
<p>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 specific word choices on meaning and tone, including 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. 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p>	<p><i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text. Determine the meaning of connotative and denotative words. Identify symbolism in text and determine its meaning. Analyze the impact of rhymes and other repetitions of sounds on a specific section of a story. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text. Determine the meaning of figurative words and phrases (similes, metaphors, personification) as they are used in a text. Analyze the impact of rhymes and other repetitions of sounds on a specific section of a story. 	<p><i>Turtle Watchers</i> (SG) <i>"Nature" is what We see ---</i> (SG) <i>The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> Analyze the impact of specific word choices. Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem. Identify denotations and connotations that authors use to develop the tone in pieces of poetry. 	

<p>6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> ○ Analyze the impact of rhymes and other repetitions of sounds on a specific section of a drama. 		
<p>7.RL.5 Analyze the structure of a text, including how a drama or poem’s form or structure contributes to its meaning. <i>Connects to 7.W.9</i> 6-8:S1-I-3: compare and contrast specific details and information from two or more text types.</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act I (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i></p> <ul style="list-style-type: none"> ○ Analyze how a drama’s form or structure contributes to its meaning ○ Analyze the relationship between a drama’s form and structure and how it contributes to its meaning. ○ Analyze dramatic elements of form and structure (setting, scenery, stage directions, etc.). 	<p><i>Turtle Watchers (SG)</i> <i>“Nature” is what We see--- (SG)</i> <i>The Sparrow (SG)</i></p> <ul style="list-style-type: none"> ○ Identify poetic elements of form and structure. ○ Analyze how a poem’s form or structure contributes to its meaning. ○ Analyze specific lines and stanzas within a poem to determine how they contribute to the theme. 	
<p>7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>Two Kinds (WC)</i></p> <ul style="list-style-type: none"> ○ Analyze how the author develops the points of view of different characters or the narrators in a single text. ○ Analyze how authors use strategies to develop and contrast points of view of different character or narrator. ○ Cite details or examples where the author develops the points of view of various characters or narrators. ○ Cite details or examples where the author contrasts 		<p><i>Turtle Watchers (SG)</i> <i>“Nature” is what We see--- (SG)</i> <i>The Sparrow (SG)</i></p> <ul style="list-style-type: none"> ○ Cite details or examples where the author develops the points of view of various characters or narrators. ○ Cite details or examples where the author contrasts the points of view of various characters or narrators. 	

	<p>the points of view of various characters or narrators.</p>			
<p>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). Connects to 7.SL.2 6-8:SI-1-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>		<p><i>Dark They Were, and Golden-Eyed Short Story/Dark They Were, and Golden-Eyed Radio Play (WC)</i> <i>A Christmas Carol: Scrooge and Marley Act I/ Act II</i> <i>Scrooge (WC)</i></p> <ul style="list-style-type: none"> ○ Identify the techniques used in each medium. ○ Compare/contrast the techniques between the two media. ○ Analyze the effectiveness of the techniques in each medium. 		
<p>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. Connects to 7.W.9</p>		<ul style="list-style-type: none"> ○ Identify similarities and differences between two accounts of a time/place in a historical account and fictional work. ○ Compare/contrast how the author treats the historical portrayal of a time against a historical account of the same period. ○ Identify similarities and differences between two accounts of a character in a historical account and fictional work. ○ Compare/contrast how the author treats the historical portrayal of a character against a historical account of the same period. ○ Draw conclusion(s) about how the author uses or alters history and support the inference with evidence from both texts. 		<p><i>The Grapes of Wrath (WC)</i> <i>The Dust Bowl (WC)</i></p> <ul style="list-style-type: none"> ○ Compare/contrast how the author treats the historical portrayal of a character against a historical account of the same period. ○ Draw conclusion(s) about how the author uses or alters history and support the inference with evidence from both texts.

Reading Standards for Informational Text				
<p>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.</p> <p><i>Connects to 7.W.9</i></p> <p>6-8:SI-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p>	<p><i>A Simple Act (WC)</i> <i>Tutors Teach Seniors New High-Tech Tricks (SG)</i> <i>Mom & Me & Mom (SG)</i></p> <ul style="list-style-type: none"> ○ Identify several pieces of explicit information from a text. ○ Explicitly analyze the text and formulate inferences. ○ Cite the text to support analysis. 		<p><i>An American Childhood (SG)</i> <i>Silent Spring (WC)</i></p> <ul style="list-style-type: none"> ○ Identify several pieces of explicit information from a text. ○ Identify several pieces of explicit information from a text to formulate inferences. ○ Explicitly analyze the text and formulate inferences. ○ Cite the text to support analysis. 	<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i></p> <ul style="list-style-type: none"> ○ Identify several pieces of explicit information from a text. ○ Identify several pieces of explicit information from a text to formulate inferences. ○ Explicitly analyze the text and formulate inferences. ○ Cite the text to support analysis.
<p>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.</p> <p><i>Connects to 7.SL.2</i> <i>Connects to 7.W.9</i></p> <p>6-8:SI-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p> <p>6-8:SI-I-2: summarize a text including specific details and information.</p>	<p><i>Tutors Teach Seniors New High-Tech Trick (SG)</i></p> <ul style="list-style-type: none"> ○ Determine two or more explicit or implicit central ideas. ○ Identify details that support the central ideas in the text. ○ Analyze the development of two or more central ideas within a section or over the course of the text. ○ Summarize the text objectively. 		<p><i>An American Childhood (SG)</i> <i>Silent Spring (WC)</i></p> <ul style="list-style-type: none"> ○ Determine two or more explicit or implicit central ideas. ○ Identify details that support the central ideas in the text. ○ Analyze the development of two or more central ideas within a section or over the course of the text. ○ Summarize the text objectively. 	
<p>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).</p> <p><i>Connects to 7.W.9</i></p>	<p><i>Mom & Me & Mom (SG)</i></p> <ul style="list-style-type: none"> ○ Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. ○ Analyze the interactions between individuals, events, and ideas in a text (e.g., how individuals influence ideas or events). 		<p><i>An American Childhood (SG)</i></p> <ul style="list-style-type: none"> ○ Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. ○ Analyze the interactions between individuals, events, and ideas. 	<p><i>A Work in Progress (SG)</i> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i></p> <ul style="list-style-type: none"> ○ Select textual evidence to support how interactions between individuals, events, and ideas in a text influence ideas or events. ○ Analyze the interactions between an individual and ideas.
<p>7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative,</p>		<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity (SG)</i></p>	<p><i>Silent Spring (WC)</i></p>	<p><i>A Work in Progress (SG)</i> <i>From The Story of My Life (SG)</i></p>

<p>connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in text. ○ Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in text. ○ Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text. ○ Analyze how figurative, connotative, and technical words and phrases impact the meaning of a text. ○ Analyze how meaning & tone are impacted by specific word choice. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in text. ○ Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text.
<p>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.</p> <p>Connects to 7.W.9</p> <p>6-8:S1-I-3: compare and contrast specific details and information from two or more text types.</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> ○ Analyze the structure an author uses to organize the text. ○ Analyze how sections of the text contribute to the whole text and development of central ideas. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <ul style="list-style-type: none"> ○ Analyze how sections of the text contribute to the whole text and development of central ideas. 		<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Analyze the structure an author uses to organize the text. ○ Analyze how the author structures the text to contribute to the development of ideas.
<p>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.</p> <p>Connects to 7.SL.3</p> <p>Connects to 7.W.9</p>	<p><i>A Simple Act</i> (WC)</p> <p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> ○ Determine the author’s point of view or purpose. ○ Identify details or examples. ○ Explain how the author conveys his/her point of view 	<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> ○ Determine the author’s point of view or purpose. ○ Analyze how the author distinguishes his or her 		<p><i>A Work in Progress</i> (SG)</p> <p><i>From The Story of My Life</i> (SG)</p> <ul style="list-style-type: none"> ○ Determine the author’s point of view or purpose. ○ Identify details or examples. ○ Explain how the author conveys his/her point of view

	<p>for developing the point of view or purpose.</p> <ul style="list-style-type: none"> ○ Support analysis with textual examples. ○ Analyze how the author distinguishes his or her position/point of view from that of others. ○ Explain how the author contrasts his or her point of view from that of others. 	<p>position/point of view from that of others.</p> <ul style="list-style-type: none"> ○ Support analysis with textual examples. 		<p>for developing the point of view or purpose.</p> <ul style="list-style-type: none"> ○ Support analysis with textual examples. ○ Analyze how the author distinguishes his or her position/point of view from that of others. ○ Explain how the author contrasts his or her point of view from that of others. ○ Support analysis with textual examples.
<p>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.)</p> <p><i>Connects to 7.SL.2</i></p> <p>6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>Mom & Me & Mom/Learning to Love My Mother (SG)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast a text to a video version of the text. ○ Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject. 		<p><i>Nobel Speech Text/Nobel Speech Video (WC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast a text to a video version of the text. ○ Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject. 	<p><i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast a text to a video version of the text. ○ Analyze how each medium (audio, video, or multimedia version of various text) portrays the subject.
<p>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.</p> <p><i>Connects to 7.SL.3</i></p> <p><i>Connects to 7.W.9</i></p> <p>6-8:S8-I-2: determine whether the evidence is sufficient to support the claims.</p>		<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity (SG)</i></p> <ul style="list-style-type: none"> ○ Trace the argument & specific claims in the text. ○ Assess the relevance and sufficiency of evidence for specific claims. ○ Assess the soundness of the reasoning of the claims. ○ Evaluate the argument & specific claims. 	<p><i>Nobel Speech (WC)</i></p> <ul style="list-style-type: none"> ○ Trace the argument & specific claims in the text. ○ Assess the relevance and sufficiency of evidence for specific claims. ○ Assess the soundness of the reasoning of the claims. ○ Evaluate the argument & specific claims. 	
<p>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.</p> <p><i>Connects to 7.W.9</i></p>	<p><i>A Simple Act/An Invisible Thread (WC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast how different authors emphasize different evidence and/or interpretations of facts. 			<p><i>The Story of My Life/How Helen Keller Learned to Talk (SG)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast how different authors emphasize different evidence and/or interpretations of facts.

	<ul style="list-style-type: none"> Analyze how this impacts the advancement of each author’s presentation of the same information. 			<ul style="list-style-type: none"> Analyze how this impacts the advancement of each author’s presentation of the same information.
Writing Standards				
<p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence. (WFTB Expository Manual Pgs. 277-318)</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> Write an argument to respond to text. <p>Performance Task Unit 2 (WC)</p> <ul style="list-style-type: none"> Write an editorial to support a position. 	<p><i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) Performance Task Unit 4 (WC)</p> <ul style="list-style-type: none"> Write an argument to respond to text. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> Write an argument to respond to text.
<p>7.W.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240) 6-8:S4-I-1: construct a claim about a topic or text.</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> Identify and introduce a claim. <p>Performance Task Unit 2 (WC)</p> <ul style="list-style-type: none"> Identify and introduce a claim. Identify a counterclaim. 	<p><i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) Performance Task Unit 4 (WC)</p> <ul style="list-style-type: none"> Organize the reasons and evidence logically. Identify and introduce a claim. Identify a counterclaim. Address counterclaim. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> Organize the reasons and evidence logically. Identify and introduce a claim. Identify a counterclaim. Address counterclaim.
<p>7.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253) 6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> Conduct research using accurate, credible sources to compile evidence to support your argument. <p>Performance Task Unit 2 (WC)</p> <ul style="list-style-type: none"> Support claims with logical reasoning and relevant evidence. Support your argument with direct quotations and paraphrasing. 	<p><i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC)</p> <ul style="list-style-type: none"> Conduct research using accurate, credible sources to compile evidence to support your argument. Support claims with logical reasoning and relevant evidence. <p>Performance Task Unit 4 (WC)</p> <ul style="list-style-type: none"> Support claims with logical reasoning and relevant evidence. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> Conduct research using accurate, credible sources to compile evidence to support your argument. Support claims with logical reasoning and relevant evidence.
<p>7.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261) 6-8:S9-I-1: introduce and develop an information topic with facts</p>			<p><i>Silent Spring</i> (WC) <i>Nobel Speech Video</i> (WC) Performance Task Unit 4 (WC)</p> <ul style="list-style-type: none"> Use transitional words and phrases to connect ideas and show relationships. 	<p><i>The Grapes of Wrath</i> (WC)</p> <ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among claims and reasons, claims, and evidence. Use words, phrases, and clauses to create cohesion.

and details and provide a concluding statement or section.				
7.W.1d Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) ○ Establish and maintain a formal style.	<i>Silent Spring</i> (WC) <i>Performance Task Unit 4</i> (WC) ○ Establish and maintain a formal style.	
7.W.1e Provide a concluding statement or section that follows from and supports the argument presented. (WFTB Expository Strategy #6 Pgs. 241-244)		<i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) ○ Provide a concluding statement that follows from and supports an argument.		
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. (WFTB Expository Manual Pgs. 395-415) (Compare/Contrast Pgs. 427-435 & Cause/Effect Pgs. 439-440) 6-8:53-I-3: compose informational texts that include details and examples to develop a topic.	<i>An Invisible Thread</i> (WC) ○ Write an explanatory essay comparing points of view of two texts. ○ Convey analysis of the effect of point of view on the reader. <i>Learning to Love My Mother</i> (SG) ○ Write an explanatory essay to compare/contrast each medium.	<i>Dark They Were, and Golden-Eyed</i> (WC) <i>Scrooge</i> (WC) ○ Write an explanatory essay comparing/contrasting the different techniques each version used. ○ Develop evaluation determining which version is more effective. <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) ○ Write an explanatory essay analyzing how stage directions enhance a drama. <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG) ○ Write an informational report that examines a topic. <i>Performance Task Unit 3</i> (WC) ○ Write an explanatory cause and effect essay.	<i>Eagle Tracking at Follensby Pond</i> (SG) ○ Write a short research paper on a specific topic. ○ Highlight the relationship between the specific topic and the photo gallery in the research paper.	<i>The Circuit</i> (WC) ○ Write an explanatory essay to convey additional patterns found in the story. <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) ○ Write a how-to essay addressing a specific topic. <i>Performance Task Unit 5</i> (WC) ○ Write informative essay presenting information and ideas that are supported with factual details. <i>Performance Task Unit 5</i> (SG) ○ Write informative profiles.
7.W.2a 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	<i>Learning to Love My Mother</i> (SG) ○ Write topic clearly. ○ Appropriately organize ideas, concepts, and information.	<i>Dark They Were, and Golden-Eyed</i> (WC) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC) ○ Write topic clearly. ○ Appropriately organize ideas, concepts, and information. <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)	<i>Eagle Tracking at Follensby Pond</i> (SG) ○ Write topic clearly. ○ Appropriately organize ideas, concepts, and information.	<i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG) <i>How Helen Keller Learned to Talk</i> (SG) ○ State the central idea. ○ Appropriately organize ideas, concepts, and information. <i>Performance Task Unit 5</i> (WC)

<p>when useful to aiding comprehension. (WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253)</p>		<ul style="list-style-type: none"> ○ State the central idea. <i>Performance Task Unit 3 (WC)</i> ○ Write topic clearly. ○ Appropriately organize ideas, concepts, and information. ○ Use cause and effect strategies. 		<ul style="list-style-type: none"> ○ Write a thesis indicating your subject and central message.
<p>7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><i>An Invisible Thread (WC)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with relevant facts, details, and/or quotations. <p><i>Mom & Me & Mom (SG) Learning to Love My Mother (SG)</i></p> <ul style="list-style-type: none"> ○ Develop the topic using information and examples. 	<p><i>Dark They Were, and Golden-Eyed (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i> <i>Scrooge (WC)</i> <i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with relevant facts, details, and/or quotations. ○ Develop the topic using information and examples. 	<p><i>Eagle Tracking at Follensby Pond (SG)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with relevant facts, details, and/or quotations. 	<p><i>The Circuit (WC)</i> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation (SG)</i> <i>How Helen Keller Learned to Talk (SG)</i> <i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with relevant facts, definitions, concrete details, and/or quotations.
<p>7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (WFTB Expository Strategy #2 Pgs. 226-228) 6-8:S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>	<p><i>An Invisible Thread (WC)</i></p> <ul style="list-style-type: none"> ○ Use appropriate transitions. <p><i>Learning to Love My Mother (SG)</i></p> <ul style="list-style-type: none"> ○ Use transitional words and phrases. 	<p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Use transitional words and phrases to show cause and effect. 		<p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Use transitional words and phrases.
<p>7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. (WFTB Expository Strategy #7 Pgs. 245-251 & Strategy #9 Pgs. 254-261) 6-8:S3-I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p><i>Dark They Were, and Golden-Eyed (WC)</i> <i>A Christmas Carol: Scrooge and Marley, Act II (WC)</i> <i>Scrooge (WC)</i> <i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Use precise language to explain about the topic. ○ Use domain-specific vocabulary to explain about the topic. 		<p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Use domain-specific vocabulary to explain about the topic.

<p>7.W.2e Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)</p>		<p><i>A Christmas Carol: Scrooge and Marley</i>, Act II (WC) Performance Task Unit 3 (WC) ○ Maintain a formal style.</p>		<p>Performance Task Unit 5 (WC) ○ Maintain a formal style.</p>
<p>7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. (WFTB Expository Strategy #6 Pgs. 241-244)</p>		<p><i>Dark They Were, and Golden-Eyed</i> (WC) <i>A Christmas Carol: Scrooge and Marley</i>, Act II (WC) <i>Scrooge</i> (WC) Performance Task Unit 3 (WC) ○ Provide a concluding statement. ○ Support the conclusion with specific evidence from the text.</p>	<p>Performance Task Unit 4 (WC) ○ Provide a concluding statement. ○ Restate and synthesize your thesis statement.</p>	<p>Performance Task Unit 5 (WC) ○ Provide a concluding statement.</p>
<p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical & Pgs. 293-306) 6-8:S3-I-2: compose written Narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p>	<p><i>Mother to Son and To James</i> (SG) ○ Write a narrative poem sharing a real experience. Performance Task Unit 1 (WC) ○ Write a nonfiction narrative. (W.3a,d,e)</p>		<p><i>Thank You, M'am</i> (SG) ○ Write a narrative journal entry that conveys the character's feelings about a real experience. <i>He-y, Come On Ou-t!</i> (SG) ○ Write an alternate ending that narrates what happens next in the story.</p>	
<p>7.W.3a 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. (WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 209-211)</p>	<p><i>Two Kinds</i> (WC) ○ Use details from a text to establish a context and specific point of view. Performance Task Unit 1 (WC) ○ Organize an event sequence in chronological order.</p>		<p><i>Thank You, M'am</i> (SG) ○ Write a narrative journal entry about events in a story from the point of view of a specific character.</p>	
<p>7.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-</p>	<p><i>Two Kinds</i> (WC) ○ Use dialogue and description to convey thoughts and feelings. Performance Task Unit 1 (WC) ○ Use dialogue and description (i.e., anecdotes, quotations</p>		<p><i>He-y, Come On Ou-t!</i> (SG) ○ Write an alternate ending to capture the action and convey experiences and events.</p>	

<p>205, Strategy #8 Pg. 216, & Strategy #9 Pgs. 217-218)</p>	<p>and examples) to develop characters.</p>		<ul style="list-style-type: none"> ○ Include in the alternate ending a development of characters through dialogue. 	
<p>7.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (WFTB Narrative Strategy #3 Pgs. 193-198) 6-8:S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>	<p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Use transition words to establish a clear chronological order. 		<p><i>Thank You, M'am (SG)</i></p> <ul style="list-style-type: none"> ○ Use a variety of transitions to show a connection between events. 	
<p>7.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (WFTB Narrative Strategy #4 Pgs. 199-205 & Strategy #5 Pgs. 206-208) 6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>	<p><i>Two Kinds (WC)</i></p> <ul style="list-style-type: none"> ○ Integrate concept vocabulary to convey events and experiences. <p><i>Mother to Son and To James (SG)</i></p> <ul style="list-style-type: none"> ○ Use descriptive details and sensory language to convey experiences and events. <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Use word choice, sentence structure, and tone to establish voice. 		<p><i>Thank You, M'am (SG)</i> <i>He-y, Come On Ou-t! (SG)</i></p> <ul style="list-style-type: none"> ○ Use precise words and phrases that include sensory details to support the character's point of view. 	
<p>7.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)</p>	<p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Provide a logical conclusion. 		<p><i>He-y, Come On Ou-t! (SG)</i></p> <ul style="list-style-type: none"> ○ Write a conclusion that narrates what happens at the end of the story. 	
<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WFTB Expository Manual Pgs. 319-330 & 445-446)</p>	<p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Use precise language to produce clear and coherent writing. <p>*Embedded in each mode of writing.</p>	<p><i>Scrooge (WC)</i></p> <ul style="list-style-type: none"> ○ Organize your writing using an outline appropriate to task, purpose, and audience. ○ Produce writing that is appropriate to task, purpose, and audience. 	<p>*Embedded in each mode of writing.</p>	<p>*Embedded in each mode of writing.</p>

<p>6-8:S9-I-2 recount a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect ideas, information, or events.</p>		<p>*Embedded in each mode of writing.</p>		
<p>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). 6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas.</p>	<p><i>Mother to Son and To James</i> (SG)</p> <ul style="list-style-type: none"> ○ Develop and strengthen writing through editing and revision. <p><i>Performance Task Unit 1</i> (WC)</p> <ul style="list-style-type: none"> ○ Use peer feedback to reflect on the writing. 	<p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> ○ Use peer feedback to reflect on the writing. 	<p><i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> ○ Develop and strengthen writing through editing and revision. 	
<p>7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others. 6-8:S6-I-2: participate in extended written exchanges about a variety of topics and texts. 6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.</p>		<p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> ○ Use technology (Internet) to publish writing. 	<p><i>Urban Farming is Growing a Greener Future</i> (SG)</p> <ul style="list-style-type: none"> ○ Collaborate with others <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> ○ Use technology to research a specific topic and publish multimedia presentation. 	
<p>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. 6-8:S7-I-3: identify credible sources used in research and use a standard format for citations.</p>		<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p>	<p><i>Silent Spring</i> (WC) <i>Urban Farming is Growing a Greener Future</i> (SG) <i>Eagle Tracking at Follensby Pond</i> (SG)</p> <ul style="list-style-type: none"> ○ Conduct short research project to inform on a specific topic. 	<p><i>The Circuit</i> (WC) <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Conduct short research project to answer a question. ○ Draw on several sources to support research.

		<ul style="list-style-type: none"> ○ Conduct short research project to answer a question. ○ Draw on several sources to support research. 		
<p>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.</p> <p>6-8:S7-I-1: gather information from print and digital provided resources to answer a question.</p>		<p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> ○ Gather relevant information from multiple print and digital sources. ○ Quote and paraphrase the data. 	<p><i>Silent Spring</i> (WC)</p> <p><i>Urban Farming is Growing a Greener Future</i> (SG)</p> <p><i>Eagle Tracking at Follensby Pond</i> (SG)</p> <ul style="list-style-type: none"> ○ Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. ○ Construct a digital work cited list with electronic links to internet sources. <p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> ○ Create a multimedia presentation. <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> ○ Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. 	<p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Gather relevant, reliable print, digital, and multimedia sources for digital multimedia presentation on a specific topic. ○ Quote and paraphrase the data.
<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.W.9a Apply grade 7 reading standards to literature.</p> <p>6-8:S7-I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <p><i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> ○ Draw evidence from literary texts. 		<p><i>How Helen Keller Learned to Talk</i> (SG)</p> <p><i>Performance Task Unit 5</i> (SG)</p> <ul style="list-style-type: none"> ○ Draw evidence from literary texts to support analysis and reflection of the text.
<p>7.W.9b Apply grade 7 reading standards to literary nonfiction.</p> <p>6-8:S7-I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>	<p><i>Learning to Love My Mother</i> (SG)</p> <ul style="list-style-type: none"> ○ Draw out evidence to support analysis. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> ○ Draw out evidence from informational texts to support analysis. 		<p><i>The Grapes of Wrath</i> (WC)</p> <p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> ○ Draw out evidence from informational texts to support analysis, reflection, and research.

Language Standards				
<p>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6-8:S10-I-1: using grade-appropriate singular and plural nouns.</p> <p>6-8:S10-I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>6-8:S10-I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).</p> <p>6-8:S10-I-4: using personal (subject and object), possessive, and indefinite pronouns.</p> <p>6-8:S10-I-5: using verbs in the past progressive.</p> <p>6-8:S10-I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p> <p>6-8:S10-I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>6-8:S10-I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p> <p>6-8:S10-I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p> <p>6-8:S10-I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>6-8:S10-I-13: using irregularly occurring modals (e.g., <i>ought, had, better</i>).</p>	<p><i>A Simple Act</i> (WC)</p> <ul style="list-style-type: none"> Identify and label adverbs and their modifiers. <p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <ul style="list-style-type: none"> Identify and label conjunctions. Determine if conjunctions are subordinating or coordinating. <p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> Identify and label independent and dependent clauses. Determine if clauses are independent, dependent, or subordinate. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> Identify and label adjectives and adverbs (positive, comparative, superlative). <p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> Identify and label action verbs and linking verbs. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <ul style="list-style-type: none"> Identify and label verbs and participles. <p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> Identify and label simple compound subjects and predicates. <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> Identify sentence function and end marks. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <ul style="list-style-type: none"> Identify subject-verb agreement. 	<p><i>Thank You, M'am</i> (SG)</p> <ul style="list-style-type: none"> Identify examples of prepositions and prepositional phrases from the text. <p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> Identify examples of appositives and appositive phrases in the text. <p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> Identify the indicative and subjunctive mood. <p><i>Nobel Speech</i> (WC)</p> <ul style="list-style-type: none"> Identify nouns, adjectives, and adverbs. 	<p><i>A Work in Progress</i> (SG)</p> <ul style="list-style-type: none"> Identify colloquial contractions, informal transitions, and introductory conjunctions within the text.

<p>7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify independent and dependent clauses. ○ Explain the function of independent, dependent, and subordinate clauses. 		<p><i>Thank You, M'am</i> (SG)</p> <ul style="list-style-type: none"> ○ Explain the use of prepositions and prepositional phrases within the text. <p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> ○ Explain how appositives and appositive phrases help understanding of unfamiliar words and terms. <p><i>Nobel Speech</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify infinitive and gerund phrases in a text. 	
<p>7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 6-8:S10-I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 6-8:S10-I-12: using frequently occurring imperative sentences (e.g., <i>Share your opinion with a classmate.</i>, <i>Provide support using textual evidence.</i>).</p>		<p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify independent and dependent clauses in simple, compound, complex and compound-complex sentences. ○ Label independent and dependent clauses in simple, compound, complex, and compound-complex sentences. ○ Determine sentence type (simple, compound, complex, compound-complex). <p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> ○ Use a variety of sentence structures. 		
<p>7.L.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 6-8:S10-I-14: using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>			<p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify and label appositives and appositive phrases in a text. <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> ○ Create participial phrases to make writing flow smoothly. 	<p><i>The Story of My Life</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify and label clauses as independent, dependent, or subordinate.
<p>7.L.2 Demonstrate command of the conventions of Standard English capitalization,</p>	<p><i>Two Kinds</i> (WC)</p> <ul style="list-style-type: none"> ○ Classify nouns as common or proper. 	<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p>	<p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> ○ Write a paragraph using appositives and appositive phrases to help the reader 	<p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify the function of comma(s) in the sentence. <p><i>A Work in Progress</i> (SG)</p>

<p>punctuation, and spelling when writing. 6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ○ Use and replace common nouns with pronouns. ○ Identify and use possessive and personal pronouns. <p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify coordinate and cumulative adjectives with justification. 	<ul style="list-style-type: none"> ○ Identify and label each type of sentence (declarative, interrogative, imperative, exclamatory). 	<p>understand unfamiliar or technical words. <i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify examples of uses of punctuation marks from the text. 	<ul style="list-style-type: none"> ○ Identify examples of informal grammar within the text. ○ Rewrite examples of informal grammar from the text to follow standard English grammar rules. <p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify proper nouns and proper adjectives within the text.
<p>7.L.2.a Use a comma to separate coordinate adjectives.</p>	<p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify adjectives in context and the nouns they modify. ○ Distinguish between coordinate and cumulative adjectives. ○ Use commas to separate coordinate adjectives. 			<p><i>The Circuit</i> (WC) <i>Performance Task Unit 5</i> (WC)</p> <ul style="list-style-type: none"> ○ Use commas to separate coordinate adjectives.
<p>7.L.2b Use correct spelling. IVW2:HI-2 using common spelling patterns and generalizations to spell words (e.g., “i before e”, plurals of words ending with “y”, doubling of final consonant).</p>	<p><i>An Invisible Thread</i> (WC) <i>Learning to Love My Mother</i> (SG)</p> <ul style="list-style-type: none"> ○ Spell correctly. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC) <i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> ○ Spell correctly. 	<p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> ○ Spell correctly. 	<p><i>Performance Task Unit 5</i> (WC)</p> <ul style="list-style-type: none"> ○ Spell correctly.
<p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <ul style="list-style-type: none"> ○ Use subordinating and coordinating conjunctions to eliminate wordiness. 	<p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify compound subjects and predicates. ○ Use compound subjects and predicates to eliminate wordiness. <p><i>Performance Task Unit 3</i> (WC)</p> <ul style="list-style-type: none"> ○ Use a variety of sentence structure to eliminate wordiness and redundancy. 	<p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> ○ Use knowledge of verb forms in writing sentences. <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> ○ Choose language to eliminate wordiness and redundancy. 	
<p>7.L.4 Determine or clarify the meaning of unknown and</p>	<p><i>Two Kinds</i> (WC) <i>An Invisible Thread</i> (WC)</p>	<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p>	<p><i>Nobel Speech</i> (WC)</p>	<p><i>The Grapes of Wrath</i> (WC)</p>

<p>multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Latin prefix in-. ○ Use Greek roots and affixes to derive meaning ○ Use Latin suffix -ity. <p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> ○ Use the root word to determine the meaning. 	<ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Latin prefix sub-. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <ul style="list-style-type: none"> ○ Use common Latin suffix -ary as clue to determine the meaning of unknown words. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <ul style="list-style-type: none"> ○ Use common Latin prefix mal- as clue to determine the meaning of unknown words. <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Use common Greek prefix para- as clue to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ○ Use common Latin prefixes uni-. <p><i>Turtle Watchers /“Nature” is what We see—/The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Latin prefix ante-. <p><i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Latin root sequ- 	<ul style="list-style-type: none"> ○ Use common Old English suffix -less as clue to determine the meaning of unknown words. <p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> ○ Use common Old English suffix -ly as clue to determine the meaning of unknown words. <p><i>A Work in Progress</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Latin prefix extra- as clue to determine meaning of unknown words. <p><i>The Story of My Life</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Use common Greek root myst- as clue to determine meaning of unknown words. <p><i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify common Greek roots and affixes. ○ Identify the etymology of a word in the text.
<p>7.L.4.b Use context as a clue to the meaning of a word or phrase. 6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English Morphology to determine meaning of unknown words.</p>	<p><i>Two Kinds</i> (WC) <i>A Simple Act</i> (WC) <i>An Invisible Thread</i> (WC) <i>Tutors Teach Seniors New HighTech Tricks</i> (SG) <i>Mom & Me & Mom</i> (SG) <i>Mother to Son/To James</i> (SG)</p> <ul style="list-style-type: none"> ○ Determine the meaning of a word using context clues. ○ Identify the meaning and use multiple-meaning words. <p><i>A Simple Act/An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> ○ Clarify the relevance of words used within text. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC) <i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify multiple-meaning words. ○ Clarify multiple-meaning words. <p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Use context clues to determine meaning of 	<p><i>Thank You, M’am</i> (SG) <i>An American Childhood</i> (SG) <i>Silent Spring</i> (WC) <i>Nobel Speech</i> (WC) <i>Nobel Speech Video</i> (WC) <i>Turtle Watchers “Nature” is what We see—/The Sparrow</i> (SG) <i>He-y, Come On Ou-t!</i> (SG)</p> <p>Determine the meaning of a word using context clues.</p>	<p><i>The Grapes of Wrath</i> (WC) <i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> ○ Use context clues to determine meaning of unknown words. <p><i>A Work in Progress</i> (SG) <i>The Story of My Life</i> (SG) <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> (SG)</p> <ul style="list-style-type: none"> ○ Clarify the meaning of unknown words. ○ Clarify multiple meaning words. ○ Determine the meaning of a word using context

	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <p>Determine the meaning of a word.</p>	<p>multiple-meaning words (synonyms)</p> <p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <ul style="list-style-type: none"> Use base words to determine meaning of multiple-meaning words. <p><i>The Last Dog</i> (SG)</p> <ul style="list-style-type: none"> Use context clues, words, punctuation, and images to determine meaning of unknown words. Determine the meaning of a word using context clues. <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <p>Use context clues to determine meaning of unknown words.</p>		clues.
<p>7.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <ul style="list-style-type: none"> Consult reference materials to determine the meaning of words. 	<p><i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> (SG)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act I</i> (WC)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> Consult reference materials to determine the meaning of words. 	<p><i>Thank You, M’am</i> (SG)</p> <p><i>Turtle Watchers /“Nature” is what We see—/The Sparrow</i> (SG)</p> <p><i>He-y, Come On Ou-t!</i> (SG)</p> <ul style="list-style-type: none"> Use a dictionary to verify an understanding of a word. <p><i>Performance Task Unit 4</i> (WC)</p> <ul style="list-style-type: none"> Consult reference materials to determine the pronunciation of words. 	
<p>7.L.4d Verify the preliminary determination of the meaning of a word or phrase.</p>	<p><i>Mom & Me & Mom</i> (SG)</p> <ul style="list-style-type: none"> Use context clues to determine the meaning of an unknown word or phrase. Verify the meaning of unknown words using a dictionary. 	<p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <p><i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> Use context clues to determine the meaning of an unknown word or phrase. Verify the meaning of unknown words using a dictionary. 	<p><i>An American Childhood</i> (SG)</p> <p><i>Thank You, M’am</i> (SG)</p> <ul style="list-style-type: none"> Use context clues to determine the meaning of an unknown word or phrase. Verify the meaning of unknown words using a dictionary. 	
<p>7.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p><i>An Invisible Thread</i> (WC)</p> <p><i>Mother to Son/To James</i> (SG)</p>	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <p><i>The Last Dog</i> (SG)</p>	<p><i>An American Childhood</i> (SG)</p> <ul style="list-style-type: none"> Apply knowledge of base words to determine meaning of unfamiliar words. 	<p><i>The Story of My Life</i> (SG)</p> <ul style="list-style-type: none"> Identify words and phrases that have connotative and figurative meaning.

<p>7.L.5a Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> ○ Identify words and phrases that have connotative and figurative meaning. ○ Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text. 	<p><i>A Christmas Carol: Scrooge and Marley Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Interpret figures of speech in context. ○ Identify words and phrases that have connotative and figurative meaning. ○ Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text. 	<ul style="list-style-type: none"> ○ Identify words and phrases that have connotative and figurative meaning. ○ Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text. 	<ul style="list-style-type: none"> ○ Interpret how different forms of figurative language, word relationships, and nuances impact the meaning of the text.
<p>7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words). 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p><i>An Invisible Thread</i> (WC)</p> <ul style="list-style-type: none"> ○ Explain that there are different types of relationships of words including synonyms, antonyms, and analogy. ○ Explain synonyms and antonyms as a means of gaining understanding of a text. ○ Analyze text to locate synonyms and antonyms used by the author to convey meaning (e.g. great to wonderful; up to down). ○ Recognize analogies as a means of gaining understanding of a text. ○ Analyze text to locate analogies used by the author to convey meaning (e.g. her smile is like a ray of sunshine). 	<p><i>A Christmas Carol: Scrooge and Marley Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Determine the nuances in word meanings (synonyms). 	<p><i>An American Childhood</i> (SG) <i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> ○ Use the relationship between words (synonyms and antonyms) to better understand the word. 	
<p>7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p><i>A Simple Act</i> (WC) <i>An Invisible Thread</i> (WC) <i>Mother to Son/ To James</i> (SG)</p> <ul style="list-style-type: none"> ○ Distinguish among the connotations of words with similar denotations. 	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p> <ul style="list-style-type: none"> ○ Distinguish among the connotations of words with similar denotations. 	<p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> ○ Determine how the mood is affected by the connotations and denotations. 	
<p>7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific</p>	<p><i>Learning to Love My Mother</i> (SG)</p>	<p><i>Dark They Were, and Golden-Eyed</i> (WC)</p>	<p><i>Urban Farming Is Growing a Greener Future</i> (SG)</p>	<p><i>The Dust Bowl</i> (WC) <i>The Grapes of Wrath</i> (WC)</p>

<p>words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>6-8:S4-I-3: use grade- appropriate general academic and domain-specific words and phrases.</p> <p>6-8:S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience.</p> <p>6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas.</p> <p>6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of academic vocabulary within context. <p><i>Mother-Daughter Drawings</i> (SG)</p> <ul style="list-style-type: none"> ○ Determine the meaning of academic vocabulary within context. ○ Use academic vocabulary when considering a word important to expression. 	<p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG)</p> <p><i>Scrooge</i> (WC)</p> <ul style="list-style-type: none"> ○ Identify the meaning of domain-specific vocabulary within context. 	<p><i>Eagle Tracking at Follensby Pond</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify the meaning of domain-specific vocabulary within context. 	<p><i>How Helen Keller Learned to Talk</i> (SG)</p> <ul style="list-style-type: none"> ○ Identify the meaning of domain-specific vocabulary within context.
<p>Speaking and Listening Standards</p>				
<p>7.SL.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.</p> <p>6-8:S6-I-1: participate in extended conversations and discussions about a variety of topics and texts.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <p><i>Mom & Me & Mom</i> (SG)</p> <p><i>Mother-Daughter Drawings</i> (SG)</p> <ul style="list-style-type: none"> ○ Engage effectively in a collaborative discussion. ○ Engage in collaborative discussion building on others’ ideas. ○ Reflect on ideas under discussion. 	<p><i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG)</p> <p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG)</p> <ul style="list-style-type: none"> ○ Engage effectively in a collaborative discussion. ○ Explicitly draw on research evidence on the topic. 	<p><i>Thank You, M’am</i> (SG)</p> <p><i>An American Childhood</i> (SG)</p> <p><i>He-y, Come On Ou-t!</i> (SG)</p> <p><i>Performance Task Unit 3</i> (SG)</p> <ul style="list-style-type: none"> ○ Engage effectively in a collaborative discussion. 	<p><i>The Circuit</i> (WC)</p> <p><i>A Work in Progress</i> (SG)</p> <p><i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG)</p> <ul style="list-style-type: none"> ○ Engage effectively in a collaborative discussion. ○ Explicitly draw on research evidence on the topic. ○ Come to discussion prepared with materials that explicitly draw on ideas.
<p>7.SL.1a 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.</p> <p>6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.</p>	<p><i>Mother-Daughter Drawings</i> (SG)</p> <p><i>Performance Task Unit 1</i> (SG)</p> <ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas. 	<p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG)</p> <ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas. 	<p><i>An American Childhood</i> (SG)</p> <p><i>Performance Task Unit 4</i> (SG)</p> <ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas. 	<p><i>The Circuit</i> (WC)</p> <p><i>A Work in Progress</i> (SG)</p> <p><i>Performance Task Unit 5</i> (SG)</p> <ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas.

<p>7.SL.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 6-8:S6-I-3: express own ideas clearly using the rules for discussion.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) <ul style="list-style-type: none"> ○ Create goals and deadlines. ○ Assign individual roles. <i>Performance Task Unit 1</i> (SG) <ul style="list-style-type: none"> ○ Analyze the text. ○ Assign individual roles. </p>	<p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG) <ul style="list-style-type: none"> ○ Create goals and deadlines. ○ Assign individual roles. </p>	<p><i>Thank You, M’am</i> (SG) <i>An American Childhood</i> (SG) <i>Performance Task Unit 4</i> (SG) <ul style="list-style-type: none"> ○ Create goals and deadlines. ○ Assign individual roles. Follow rules for collegial discussion. </p>	<p><i>A Work in Progress</i> (SG) <i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG) <ul style="list-style-type: none"> ○ Create goals and deadlines. ○ Assign individual roles. ○ Follow rules for collegial discussion. </p>
<p>7.SL.1c. 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. 6-8:S6-I-4: pose and respond to relevant questions about a variety of topics and texts.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) <ul style="list-style-type: none"> ○ Pose questions that elicit elaboration. ○ Respond to topic through discussion. </p>	<p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG) <ul style="list-style-type: none"> ○ Pose questions that elicit elaborations. ○ Respond to topic through discussion. </p>	<p><i>An American Childhood</i> (SG) <ul style="list-style-type: none"> ○ Pose questions that elicit elaborations. ○ Respond to topic through discussion. </p>	<p><i>The Circuit</i> (WC) <i>A Work in Progress</i> (SG) <ul style="list-style-type: none"> ○ Pose questions that elicit elaborations. ○ Respond to topic through discussion. </p>
<p>7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views. 6-8:S6-I-5: acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information in collaborative oral and written discussions.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) <ul style="list-style-type: none"> ○ Use research to determine important information. ○ Acknowledge others’ ideas and modify their own views if needed. </p>	<p><i>Ellen Ochoa: Director, Johnson Space Center</i> (SG) <ul style="list-style-type: none"> ○ Use research to determine important information. ○ Acknowledge others’ ideas and modify their own views if needed. </p>	<p><i>Thank You, M’am</i> (SG) <i>An American Childhood</i> (SG) <i>He-y, Come On Ou-t!</i> (SG) <ul style="list-style-type: none"> ○ Use research to determine important information. ○ Acknowledge others’ ideas and modify their own views if needed. </p>	
<p>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. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>Learning to Love My Mother</i> (SG) <i>Mother-Daughter Drawings</i> (SG) <i>Performance Task Unit 1</i> (SG) <ul style="list-style-type: none"> ○ Identify the main idea and supporting details. ○ Analyze the main idea and supporting details. ○ Explain how the ideas clarify a topic, text, or issue under study. </p>	<p><i>Dark They Were, and Golden-Eyed Radio Play</i> (WC) <i>Scrooge</i> (WC) <ul style="list-style-type: none"> ○ Clarify a topic, text, or issue under study. ○ Determine the main idea and supporting details in a media format. </p>	<p><i>Urban Farming is Growing a Greener Future</i>(SG) <i>Eagle Tracking at Follensby Pond</i> (SG) <ul style="list-style-type: none"> ○ Analyze the main idea and supporting details. ○ Use images and other multimedia to clarify key points and ideas. <i>Performance Task Unit 3</i> (SG) <i>Performance Task Unit 4</i> (SG) </p>	<p><i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG) <ul style="list-style-type: none"> ○ Analyze the main idea and supporting details. ○ Explain how the ideas clarify a topic, text, or issue under study. </p>
<p>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.</p>			<p><i>Nobel Speech Video</i> (WC) <i>Nobel Speech Text</i> (WC) <i>Performance Task Unit 4</i> (SG) <ul style="list-style-type: none"> ○ Identify specific persuasive arguments and claims within a text. </p>	

<p>6-8:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 6-8:S8-I-2: determine whether the evidence is sufficient to support the claims.</p>			<ul style="list-style-type: none"> ○ Evaluate the reasoning. 	
<p>7.SL.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. 6-8:S3-I-1: deliver oral presentations that include relevant details and examples to develop a topic. 6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 6-8:S7-I-1: gather information from print and digital provided resources to answer a question. 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>	<p><i>Two Kinds</i> (WC) <i>Tutors Teach Seniors New High-Tech Tricks</i> (SG) <i>Performance Task Unit 1</i> (SG)</p> <ul style="list-style-type: none"> ○ Communicate events from a specific point of view. ○ Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Convey information through a visual presentation. <p><i>Performance Task Unit 2</i> (SG)</p> <ul style="list-style-type: none"> ○ Convey information through a multimedia presentation. ○ Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p><i>Silent Spring</i> (WC)</p> <ul style="list-style-type: none"> ○ Convey information through a multimedia presentation. <p><i>Turtle Watchers/ "Nature" is what We see—/ The Sparrow</i> (SG)</p> <ul style="list-style-type: none"> ○ Present an oral presentation that highlights the theme of the texts. <p><i>Performance Task Unit 3</i> (SG) <i>Performance Task Unit 4</i> (SG)</p> <ul style="list-style-type: none"> ○ Convey information through a multimedia presentation. ○ Practice using appropriate eye contact, adequate volume, and clear pronunciation. 	<p><i>The Circuit</i> (WC)</p> <ul style="list-style-type: none"> ○ Convey information through role play. ○ Practice using appropriate eye contact, adequate volume, and clear pronunciation. <p><i>Performance Task Unit 5</i> (SG)</p> <ul style="list-style-type: none"> ○ Convey information through a multimedia presentation. ○ Practice using appropriate eye contact, adequate volume, and clear pronunciation.
<p>7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> (SG)</p> <ul style="list-style-type: none"> ○ Create a multimedia presentation. <p><i>Mother-Daughter Drawings</i> (SG)</p> <ul style="list-style-type: none"> ○ Create a visual display. 	<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> (WC) <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> (SG) <i>A Christmas Carol: Scrooge and Marley, Act II</i> (WC)</p> <ul style="list-style-type: none"> ○ Create a visual presentation to clarify claims and present findings. <p><i>Performance Task Unit 2</i> (SG)</p>	<p><i>Urban Farming is Growing a Greener Future</i> (SG) <i>Silent Spring</i> (WC) <i>Performance Task Unit 3</i> (SG)</p> <ul style="list-style-type: none"> ○ Construct digital multimedia presentations that focus on a specific topic. <p><i>Turtle Watchers/ "Nature" is what We see-/The Sparrow</i> (SG) <i>Performance Task Unit 4</i> (SG)</p> <ul style="list-style-type: none"> ○ Construct a presentation including multimedia components such as; music, 	<p><i>The Story of My Life/How Helen Keller Learned to Talk</i> (SG)</p> <ul style="list-style-type: none"> ○ Construct a multimedia presentation that includes an instructional booklet, an informational web site, or a museum guide. <p><i>Performance Task Unit 5</i> (SG)</p> <ul style="list-style-type: none"> ○ Create a multimedia presentation to clarify claims and present findings.

		<ul style="list-style-type: none"> ○ Create a multimedia presentation to clarify claims and present findings. 	props, costumes, videos, images and other digital media to convey meaning of the theme.	
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 for specific expectations.) 6-8:SS-I-1: adapt language choices and style (includes register) according to purpose, task, and audience.	<i>Performance Task Unit 1</i> (SG) <ul style="list-style-type: none"> ○ Demonstrate command of formal English in a panel-discussion format. 		<i>Turtle Watchers/ "Nature" is what We see—/The Sparrow</i> (SG) <i>Performance Task Unit 3</i> (SG) <i>Performance Task Unit 4</i> (SG) <ul style="list-style-type: none"> ○ Demonstrate command of formal English in an oral presentation. 	

Quarter Taught					Essential Standards
1	2	3	4	Reading Literature:	
	X	X	X	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
X		X		7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
					Reading Informational Text:
X		X	X	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.	
X		X		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.	
	X	X	X	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.	
X	X		X	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.	
	X	X		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.	
X			X	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.	
					Writing:
	X	X	X	7.W.1 Write arguments to support claims with clear reasons and relevant evidence.	
	X	X	X	7.W.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
	X	X	X	7.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
		X	X	7.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
	X	X		7.W.1d Establish and maintain a formal style.	
	X			7.W.1e Provide a concluding statement or section that follows from and supports the argument presented.	

Quarter Taught					Supporting Standards
1	2	3	4	Reading Literature:	
X	X	X	X	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.	
X		X	X	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.	
X	X	X		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 specific word choices on meaning and tone, including 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.	

	X	X		7.RL.5 Analyze the structure of a text, including how a drama or poem’s form or structure contributes to its meaning.
	X			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).
	X		X	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.
X	X	X	X	7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Reading Informational Text:				
X		X	X	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).
	X		X	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 .
X		X	X	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.)
X	X	X	X	7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Writing:				
X	X	X	X	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.
X	X	X	X	7.W.2a 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.
X	X	X	X	7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
X	X		X	7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	X		X	7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	X		X	7.W.2e Establish and maintain a formal style.
	X	X	X	7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
X		X		7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
X		X		7.W.3a 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.
X		X		7.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
X		X		7.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
X		X		7.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
X		X		7.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.
X	X	*	*	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).
X	X	X		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 and including grade 7).
	X	X		7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
	X	X	X	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.
	X	X	X	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.
	X		X	7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 7.W.9a Apply grade 7 Reading standards to literature.
X	X		X	7.W.9b Apply grade 7 Reading standards to literary nonfiction
X	X	X	X	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.
Language:				
X	X	X	X	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X		X		7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.
	X			7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		X	X	7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

X	X	X	X	7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
X			X	7.L.2.a Use a comma to separate coordinate adjectives.
X	X	X	X	7.L.2b Use correct spelling.
X	X	X		7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
X	X	X	X	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. 7.L.4a 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.
X	X	X	X	7.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
X	X	X		7.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
X	X	X		7.L.4d 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).
X	X	X	X	7.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 7.L.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context
X	X	X		7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words).
X	X	X		7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
X	X	X	X	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.
Speaking and Listening:				
X	X	X	X	7.SL.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.
X	X	X	X	7.SL.1a 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.
X	X	X	X	7.SL.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
X	X	X	X	7.SL.1c 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.
X	X	X		7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
X	X	X	X	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.
		X		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.
X	X	X	X	7.SL.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.
X	X	X	X	7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
X		X		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 for specific expectations.)

*embedded in each mode of writing.