

Shrewsbury Borough School English Language Arts Curriculum 2012
Grade 7

<p>Marking Period 1</p> <p>Topic: Unit 1: Fiction and Non-Fiction</p> <p>Reading: Objectives: Students will: Identify/use context clues Analyze narrative text and point of view Analyze author's purpose Identify importance of setting and historical content</p> <p>Writing: Objectives: Attain Mastery of the writing process Set a purpose for writing Identify the Elements of an Expository Essay, Identify the Elements of a Narrative Essay Identify connotation & denotation Develop an extended vocabulary Identify/use Nouns & Pronouns</p> <p>Informational Text: Objectives: Learn to Locate types of Information using Atlas/Public Document</p>	<p>Marking Period 2</p> <p>Topic: Unit II Short Stories and Unit III Types of Non-Fiction</p> <p>Reading: Objectives: Students will: Learn to make predictions Identify plot and character Compare idioms Identify irony Identify theme</p> <p>Writing: Objectives: Attain Mastery of the Writing Process Narrow a topic Organization of ideas or images Summarize important features Provide details to support ideas Use effective word choices Use sequential order Develop conflict Develop dialogue, suspense literary elements Identify/use verbs, adjectives, adverbs, conjunctions, prepositions Subjects and Predicates Compound subjects and</p>	<p>Marking Period 3</p> <p>Topic: Unit IV: Poetry</p> <p>Reading: Objectives: Students will: Learn how to draw conclusions Identify and use figurative language Identify and use sound devices Learn how to paraphrase Compare imagery Compare narrative poems Learn how to summarize Determine characters' motives</p> <p>Writing: Objectives: Attain Mastery of the Writing Process Learn to write a persuasive essay Thesis states a problem Strong introduction Supporting details with facts and examples Clear statement of position Context surrounding issue Persuasive evidence Language appeals to reason and emotion Appropriate organizational structure</p>	<p>Marking Period 4</p> <p>Topic: Unit VI: Themes in Oral Tradition and Unit V Drama</p> <p>Reading: Objectives: Students will: Differentiate between cause and effect Analyze elements of myth Identify universal themes Compare and Contrast myths from different cultures Analyze tone and theme Learn to summarize Understand characters' motives</p> <p>Writing: Objectives: Attain mastery of the writing process Apply grammar skills in all facets of writing Learn how to write a plot summary Learn how to write a review Learn format for and how to write a business letter</p> <p>Informational Text: Objectives: Analyze Cause and Effect</p>
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<p>Analyze Structure and Purpose of Application/Contract Utilize databases Learn how to generate questions/thesis statement, Identify and understand elements of short & sustained Research.</p>	<p>predicates. Informational Text: Objectives: Understand text structure and purpose using Magazine Article/Encyclopedia Entry Analyze Author’s Argument using Textbook Article/Magazine Article Analyze Structure and Purpose in Instruction Manual/Signs Generate questions/Thesis Statement for Short & Sustained Research</p>	<p>Addresses reader concerns Acknowledges counter-arguments Compositional risks Strong conclusion Informational Text: Objectives: Follow Technical Directions using Technical Directions/Warranty Determine the Main Idea using Magazine Article/Educational Song Identify bias and stereotyping editorials Generate questions/Thesis Statement for Short & Sustained Research</p>	<p>Organization Analyze Point of View Compare informational texts in support of Point of View Be familiar with process of Short & Sustained Research</p>
<p>Lessons, Activities, & Student Products: Compare/Contrast Essay Descriptive Essay Short & Sustained Research</p>	<p>Lessons, Activities, & Student Products: Narrative Essay Response to Literature Short Story Persuasive Essay Short & Sustained Research</p>	<p>Lessons, Activities, & Student Products: Expository Essays – Problem/Solution How-To Compare Narrative Poems Comparing Characters Short & Sustained research</p>	<p>Lessons, Activities, & Student Products: Short & Sustained Research Oral presentation of Research Report Business Letter Editorial</p>

INTRODUCTORY SELECTIONS:

Whole Group Instruction:
The Three Century Woman

By Richard Peck

The Fall of the Hindenburg

By Michael Morrison

Product: Students will produce a short research report on the author, Richard Peck.

TIERED SELECTIONS:

Choose one pair from the following tiered selections.

Small Group Instruction

MA: Papa's Parrot

by Cynthia Rylant

MC: mk by Jean Fritz

OR

MA: from An American Childhood

by Annie Dillard

MC: The Luckiest Time of All

by Lucille Clifton

Product: Students will produce a Compare/Contrast essay on two characters from the selected reading.

Students will create a research paper on the life of either Annie Dillard or Lucille Clifton.

TIERED SELECTIONS:

Choose one pair from the following tiered selections.

Small Group Instruction:

INTRODUCTORY SELECTIONS:

Whole Group Instruction:

The Treasure of Lemon

Brown By Walter Dean Myers

Product: Students will utilize the Internet and print resources to create a biographical timeline of Walter Dean Myers's life.

TIERED SELECTIONS:

Choose one pair from the following tiered selections.

Small Group Instruction

MA: The Bear Boy By Joseph Bruchac

MC: Rikki-tikki-tavi

by Rudyard Kipling

OR

MA: from Letters from Rifka

by Karen Hesse

MC: Two Kinds By Amy Tan

Product: Students will respond to literature by writing a review of a short story.

Students will write an outline giving additional background on a story read in this selection.

For "Letters From Rifka," students will find out more about the unfair treatment of Jews in 20th century Russia;

INTRODUCTORY SELECTIONS:

Whole Group Instruction:

Maestro, The Desert is My

Mother, Bailando by Pat Mora

Product: Students will research the author, and display information in resume form regarding Mora's education, career, published works, and other interesting/notable accomplishments.

TIERED SELECTION:

Small Group Instruction

MA: Poetry Collection 3

MC: Poetry Collection 4

Product:

Students will create a metaphor using a topic from one of the poems as inspiration.

Students will work with a partner to write a scientific explanation of one of the following topics:

*How volcanoes form; warning signs of eruption; where & why volcanoes typically erupt; famous eruptions of the past,
OR

*Explain the difference between fog and smog. Define each term, describe at least one similarity and one difference, and identify two types of fog and smog.

INTRODUCTORY SELECTION:

Grasshopper Logic, The Other Frog Prince, duckbilled platypus vs. Beefsnakstik by Jon Scieszka

Product: Students will create a bulletin board display of Jon Scieszka's life and work by locating a web page for the writer on the Internet, recording information about his family, his education and his works. Include names of illustrators of his books, along with examples of their work; write a brief summary of the books chosen.

TIERED SELECTION:

MA: Icarus and Daedalus by Josephine Preston Peabody

MC: Demeter and Persephone by Anne Terry White

Product:

Students will write a short myth that explains a natural phenomenon which fascinates them.

Students will conduct a short debate on either "Icarus and Daedalus," or "Demeter and Persephone."

TIERED SELECTION:

MC: The Voyage by Mary

<p>From Barrio Boy by Ernesto Galarza OR A Day's Wait by Ernest Hemingway</p> <p>Product: Students will write a brief essay comparing and contrasting the narrators in Barrio Boy and "A Day's Wait." How do the fictional narrator and the nonfiction author present the events in each work?</p> <p><u>TIERED SELECTIONS:</u> Choose one pair from the following tiered selections. Small Group Instruction MA; All Summer in a Day by Ray Bradbury MC: Suzy and Leah by Jane Yolen OR MA: My First Free Summer by Julia Alvarez MC: from Angela's Ashes by Frank McCourt</p> <p>Product: Students will write a descriptive essay using sensory details and vivid modifiers, utilizing a drafting strategy consisting of spatial order, chronological order, or order of importance.</p>	<p>For "Two Kinds," students will research traditional Chinese beliefs and customs about the relationship between parents and children.</p> <p><u>TIERED SELECTIONS:</u> Choose one pair from the following tiered selections.</p> <p>Small Group Instruction Seventh Grade by Gary Soto Melting Pot by Anna Quindlen OR After Twenty Years by O. Henry He...y, Come on O...ut! by Shinichi Hoshi</p> <p>Product: Students will write a short story.</p> <p><u>TIERED SELECTIONS:</u> Choose one pair from the following tiered selections. Small Group Instruction MA: The Third Wish by Joan Aiken MC: Amigo Brothers by Piri Thomas OR MA: Zoo by Edward Hoch MC: Ribbons by Laurence Yep</p> <p>Product: Students will write a Letter to the Editor in response</p>	<p><u>TIERED SELECTION:</u> Small Group Instruction MA: Poetry Collection 7 MC: Poetry Collection 8</p> <p>Product: Students will write a poem about a person they know.</p> <p>Students will conduct a survey asking classmates to rate the poems for Poetry Collection 7 or 8 according to specific categories.</p> <p><u>TIERED SELECTIONS:</u> Choose one pair from the following tiered selections. Small Group Instruction MA: Miracles by Walt Whitman MC: in Just – by e.e. Cummings OR MA: How I Learned English by Gregory Djanikian MC: The Highwayman by Alfred Noyes</p> <p>Product: Students will write a problem/solution essay on a relevant topic. Utilize research techniques to support ideas.</p>	<p>Pope Osborne MA: To the Top of Everest by Samantha Larson</p> <p>Product: Students will write a business letter.</p> <p><u>TIERED SELECTION:</u> MA: The Sun and Moon in a Box by Alfonso Ortiz and Richard Erdoes MC: How the Snake got Poison by Zora Neale Hurston</p> <p>Product: Write a plot summary of either "Sun or Moon in a Box" or "How the Snake Got Poison."</p> <p>Find five unusual facts about an animal, include facts in a story about the animal that does not reveal the animal's name. Present the story to classmates and ask them to guess the animal.</p> <p><u>Whole Group Instruction:</u> The Fox Outwits the Crow by William Cleary The Fox and the Crow by Aesop</p> <p>Product: Students will write an original fable with a moral/theme.</p>
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Students will conduct an interview with a friend, relative, or classmate to learn more about a serious event that impacted his or her life.

Whole Group Instruction:
The Night the Bed Fell
by James Thurber
AND
Stolen Day
by Sherwood Anderson

Product: Students will write an autobiographical narrative about an event in life that helped him/her grow or change his/her outlook on something.

to either “Zoo” or “Ribbons.” Students will create a poster based on the story read using research techniques.

TIERED SELECTIONS:

Choose one pair from the following tiered selections.

Small Group Instruction

MA: Life Without Gravity
by Robert Zimmerman
MC: Conversational
Ballgames by Nancy
Masterson Sakamoto

OR

MA: I am a Native of North
America by Chief Dan George

MC: Volar: To Fly by Judith
Ortiz

Product: Students will create an outline to show the main idea and supporting details of either “I Am A Native of North America” or “Volar: To Fly.” Students will present a response to one of the stories, summarizing the information about the author’s message.

TIERED SELECTION:

Choose one of the following tiered selections:

MA: All Together Now by
Barbara Jordan

MC: The Eternal Frontier by
Louis L’Amour

Whole Group Instruction:
A Special Gift...The Legacy of
“Snowflake Bentley” by
Barbara Eaglesham
No Gumption by Russell Baker

Product: Students will write an Expository essay (How-to).

INTRODUCTORY

SELECTION:

Whole Group Instruction:
From Dragonwings by
Laurence Yep

Product:

Students will research the author and plan an exhibit of Yep’s work, and prepare an overview of his work to motivate others to read his work.

Whole Group Instruction:

The Monsters are Due on
Maple Street by Rod Serling

Product: The students will write a summary of Act 1 or Act 2.

The students will use research and technology to plan how they would prepare a film version of any scene from the screenplay.

	<p>Product: Students will write a five paragraph persuasive essay using appeals to authority, to emotion, and to reason.</p>		
<p>21st Century Skills: (Check all that apply) X Creativity & Innovation X Critical Thinking & Problem Solving X Communication X Collaboration</p>	<p>21st Century Skills: (Check all that apply) X Creativity & Innovation X Critical Thinking & Problem Solving X Communication X Collaboration</p>	<p>21st Century Skills: (Check all that apply) X Creativity & Innovation X Critical Thinking & Problem Solving X Communication X Collaboration</p>	<p>21st Century Skills: (Check all that apply) X Creativity & Innovation X Critical Thinking & Problem Solving X Communication X Collaboration</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> - What is the best way to find the Truth? -How can fiction seem more real than nonfiction? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> -Does every conflict have a winner? -How does conflict drive plot? -What should we learn? -Is the way information is presented vital to understanding? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> -What is the best way to communicate? -Can a theme or message be conveyed through poetry as effectively as prose? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> -Community or individual – which is more important? -How do cultural beliefs reflect universal themes? -Do others see us more clearly than we see ourselves? -How do dramatists depict the human condition?

<p>Materials and Resources:</p> <p><u>Call of the Wild</u> by Jack London Basal Anthology: Prentice Hall <i>Literature-Language Literacy</i> Grade 7 Online textbook: www.pearsonsuccess.net Periodicals Research Databases Movie version: <u>The Call of the Wild</u> Learn360 videos on The Klondike/Yukon; Gold Rush www.brainpop.com</p>	<p>Materials and Resources:</p> <p><u>Across Five Aprils</u> by Irene Hunt Basal Anthology: Prentice Hall <i>Literature-Language & Literacy</i> Grade 7 Online textbook: www.pearsonsuccess.net Periodicals Research Databases Movie: <u>Civil War Diaries</u>, (film version of <u>Across Five Aprils</u>) Learn360 videos on The Civil War www.brainpop.com</p>	<p>Materials and Resources:</p> <p><u>Diary of a Young Girl</u> by Anne Frank <u>Z for Zachariah</u> by Robert C. O'Brien Basal Anthology: Prentice Hall <i>Literature-Language Literacy</i> Grade 7 Online textbook: www.pearsonsuccess.net Periodicals Research Databases Movie version: <u>The Diary of Anne Frank (Masterpiece Theater)</u> The Anne Frank Museum Website – virtual tour of Anne Frank House www.brainpop.com Learn360 videos on Emily Dickenson, Edgar Allen Poe</p>	<p>Materials and Resources:</p> <p><u>The Hobbit</u> by J.R.R. Tolkien Basal Anthology: Prentice Hall <i>Literature-Language Literacy</i> Grade 7 Online textbook: www.pearsonsuccess.net Periodicals Research Databases Movie: <u>The Lord of the Rings</u> www.brainpop.com The Twilight Zone: <i>The Monsters are due on Maple Street</i> videocassette.</p>
<p>Assessment:</p> <p>Standards based Formative assessments Diagnostic tests</p>	<p>Assessment:</p> <p>Standards based Formative assessments Diagnostic tests</p>	<p>Assessment:</p> <p>Standards based Formative assessments Diagnostic tests</p>	<p>Assessment:</p> <p>Standards based Formative assessments Diagnostic tests</p>

<p>Open-book tests Benchmark assessments Performance-based assessments</p>	<p>Open-book tests Benchmark assessments Performance-based assessments</p>	<p>Open-book tests Benchmark assessments Performance-based assessments</p>	<p>Open-book tests Benchmark assessments Performance-based assessments</p>
<p>CCSS: Reading: Literature</p> <p>RL 7: Key Ideas and Details RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.3 Analyze how particular elements or a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>CCSS: Reading: Literature</p> <p>RL 7: Key Ideas and Details RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.3 Analyze how particular elements or a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>CCSS: Reading: Literature</p> <p>RL 7: Key Ideas and Details RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL7.3 Analyze how particular elements or a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or</p>	<p>CCSS: Reading: Literature</p> <p>RL 7: Key Ideas and Details RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.3 Analyze how particular elements or a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a</p>

<p>RL 7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Integration of knowledge and Ideas</p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 7.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grade 6-8 text complexity band proficiently, with</p>	<p>RL 7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Integration of knowledge and Ideas</p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 7.10 By the end of the year, read and comprehend literature, including stories,</p>	<p>drama.</p> <p>RL 7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Integration of knowledge and Ideas</p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 7.10 By the end of the year, read and comprehend literature,</p>	<p>story or drama.</p> <p>RL 7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Integration of knowledge and Ideas</p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 7.10 By the end of the year, read and comprehend literature, including stories,</p>
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<p>scaffolding as needed at the high end of the range.</p> <p>RI 7 Reading Informational Text</p> <p>Key Ideas and Details RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a</p>	<p>dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI 7 Reading Informational Text</p> <p>Key Ideas and Details RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure RI 7.4 Determine the meaning of words and phrases as they</p>	<p>including stories, dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI 7 Reading Informational Text</p> <p>Key Ideas and Details RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>	<p>dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI 7 Reading Informational Text</p> <p>Key Ideas and Details RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure RI 7.4 Determine the meaning</p>
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<p>specific word choice on meaning and tone. RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI 7.9 Analyze how two</p>	<p>are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether</p>	<p>technical meanings; analyze the impact of a specific word choice on meaning and tone. RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI 7.9 Analyze how two or more authors writing about the</p>	<p>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. RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.8 Trace and evaluate the argument and specific claims in a</p>
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<p>or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W 7 Writing</p> <p>Text Types and Purposes</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and 	<p>the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W 7 Writing</p> <p>Text Types and Purposes</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> f. Introduce claim(s), acknowledge 	<p>same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W 7 Writing</p> <p>Text Types and Purposes</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> k. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. l. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and 	<p>text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W 7 Writing</p> <p>Text Types and Purposes</p> <p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> u. Introduce claim(s), acknowledge
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<p>relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,</p>	<p>alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>g. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>h. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>i. Establish and maintain a formal style.</p> <p>j. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>	<p>demonstrating an understanding of the topic or text.</p> <p>m. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>n. Establish and maintain a formal style.</p> <p>o. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>m. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,</p>	<p>alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>v. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>w. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>x. Establish and maintain a formal style.</p> <p>y. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
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<p>comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W 7.3 Write narratives to</p>	<p>through the selection, organization, and analysis of relevant content.</p> <p>g. 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.</p> <p>h. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>i. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>j. Use precise language and</p>	<p>and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>n. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>o. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>p. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>q. Establish and maintain a formal style.</p> <p>r. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>s. 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.</p> <p>t. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>u. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>v. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>w. Establish and</p>
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<p>develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p>domain-specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> k. Establish and maintain a formal style. l. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> f. 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. g. Use narrative techniques, such as dialogue, pacing, 	<p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> p. 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. q. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. r. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. s. Use precise words and phrases, relevant descriptive details, and sensory 	<p>maintain a formal style.</p> <ul style="list-style-type: none"> x. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> z. 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. aa. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. bb. Use a variety of
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<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>W 7.4 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.)</p> <p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others,</p>	<p>and description, to develop experiences, events, and/or characters.</p> <p>h. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>i. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>j. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>	<p>language to capture the action and convey experiences and events.</p> <p>t. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>W 7.4 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.)</p> <p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>W 7.6 Use technology,</p>	<p>transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>cc. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>dd. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>W 7.4 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.)</p> <p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>
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<p>including linking to and citing sources.</p> <p>Research to Build and Present Knowledge</p> <p>W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W 7.8 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>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	<p>types are defined in standards 1-3 above.)</p> <p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Research to Build and Present Knowledge</p> <p>W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W 7.8 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>e. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and</p>	<p>including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Research to Build and Present Knowledge</p> <p>W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W 7.8 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>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>e. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and</p>	<p>or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Research to Build and Present Knowledge</p> <p>W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W 7.8 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</p>
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<p>understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Range of Writing</p> <p>W 7.10 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.</p> <p>SL 7 Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on <i>grade 7</i></p>	<p>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>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>c. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>d. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing</p>	<p>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”).</p> <p>f. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Range of Writing</p> <p>W 7.10 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.</p> <p>SL 7 Speaking and Listening</p>	<p>following a standard format for citation.</p> <p>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>g. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>h. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Range of Writing</p> <p>W 7.10 Write routinely over extended time frames (time</p>
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<p><i>topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>SL 7.2 Analyze the main ideas and supporting details</p>	<p>whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Range of Writing</p> <p>W 7.10 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.</p> <p>SL 7 Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> e. Come to discussions prepared, having read or researched material under study; explicitly draw on that 	<p>Comprehension and Collaboration</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> i. 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. j. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. k. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back 	<p>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.</p> <p>SL 7 Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> m. 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. n. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
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<p>presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>f. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>g. 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.</p> <p>h. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas</p>	<p>on topic as needed.</p> <p>1. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient</p>	<p>define individual roles as needed.</p> <p>o. 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.</p> <p>p. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with</p>
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<p>L 7 Language</p> <p>Conventions of Standard English</p> <p>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function or phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]green</i> 	<p>clarify a topic, text, or issue under study.</p> <p>SL 7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L 7 Language</p>	<p>points.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L 7 Language</p> <p>Conventions of Standard English</p> <p>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function or phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and 	<p>pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L 7 Language</p> <p>Conventions of Standard English</p> <p>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function or phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Choose among simple, compound,
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<p><i>shirt</i>).</p> <p>b. Spell correctly</p> <p>Knowledge of Language</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent,</p>	<p>Conventions of Standard English</p> <p>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Explain the function or phrases and clauses in general and their function in specific sentences.</p> <p>e. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma to separate coordinate</p>	<p>correcting misplaced and dangling modifiers.*</p> <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]green shirt</i>).</p> <p>f. Spell correctly</p> <p>Knowledge of Language</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a</p>	<p>complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>1. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>g. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]green shirt</i>).</p> <p>h. Spell correctly</p> <p>Knowledge of Language</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating</p>
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<p>bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better</p>	<p>adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]green shirt</i>).</p> <p>d. Spell correctly</p> <p>Knowledge of Language</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>e. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function</p>	<p>range of strategies.</p> <p>i. 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.</p> <p>j. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>k. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>l. 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).</p>	<p>wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>m. 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.</p> <p>n. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>o. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise</p>
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<p>understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p>f. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>g. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>h. 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).</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>g. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>h. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>i. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>meaning or its part of speech.</p> <p>p. 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).</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>j. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>k. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>l. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L 7.6 Acquire and use</p>
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