Select a Course:	Language Arts Grade 7
Teacher:	CORE Language Arts Grade 7
Course:	Language Arts Grade 7
Year:	2016-17
Months:	- All -

🏠 Grade 7 ELA Belonging

August

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Recognizing that all people experience both positive and negative life experiences builds empathy. 🏠 Authors utilize different stategies to develop their characters. 🏠 Background experiences impact an individual's perception of an event and, in turn, his or her actions.	🏠 How do perceptions lead to stereotyping and pressure to conform? 🏠 Why is it important to recognize that all people have common life experiences that are both positive and negative? 🏠 What are loyalty and rivalry, and how do they impact self, family, and friends? 🏠 How do authors develop characters in literature? 🏠 What are the roles of different types of characters in literature?	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 of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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). RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character in a historical account of the same period as a means of understanding how authors of fiction use or alter history.	🏠 Students should know or be able to analyze elements of a story. 🏠 Students should know or be able to determine theme and create summary. 🏠 Students should know or be able to determine the meaning of words and phrases. 🏠 Students should know or be able to understand that authors develop characters through direct and indirect characterization.	🏠 characterization 🏠 theme 🏠 analyze 🏠 indirect characterization 🏠 direct characterization 🏠 perspective 🏠 point of view 🏠 figurative language 🏠 connotations 🏠 stereotyping 🏠 round characters 🏠 flat characters 🏠 dynamic characters 🏠 static characters 🏠 plot development
		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 and analyze their		

			development over the course of the text; provide an objective summary of the text. 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 subjects (e.g., how the delivery of a speech affects the impact of the words).		
			W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.5 - 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.) 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. 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. 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. 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.) W.7.2a - 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. W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2d - Use precise language and	🏠 Students should know or be able to make claims to support an argument in writing. 🏠 Students should know or be able to produce clear and coherent writing for purpose.	

		domain-specific vocabulary to inform about or explain the topic.		
		W.7.2e - Establish and maintain a formal style.		
		W.7.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.		
		L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
		L.7.4 - 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.		
		L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		L.7.6 - Acquire and use accurately grade-appropriateb general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	🏠 Students should know or be able to understand their audience and purpose.	
		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.		
		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.		
		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.		
		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.) | | |

	Enduring Understandings ✄	Essential Questions ✄	Standards ✄	Knowledge & Skills ✄	Academic Language ✄
September					

🏠 ELA Grade7 Critical Comprehension

	Enduring Understandings ✄	Essential Questions ✄	Standards ✄	Knowledge & Skills ✄	Academic Language ✄
October	🏠 Determining importance in a literary piece allows individuals to extract salient information. 🏠 Understanding and respecting alternative view points is necessary in the real world.	🏠 How do people determine what is important in an informational text? 🏠 Why is it important to understand diverse viewpoints?	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 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). 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 whole. 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. 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 subjects (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 evidence is relevant and sufficient to support the claims. 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 interpretations of facts. 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.	🏠 Students should know or be able to extract important information. 🏠 Students should know or be able to use evidence to support individual perspectives. 🏠 Students should know or be able to use various sources. 🏠 Students should know or be able to understanding diverse perspectives. 🏠 Students should know or be able to formulate an argument.	🏠 main idea 🏠 support 🏠 detail 🏠 arguments 🏠 perspective 🏠 counter point 🏠 rebuttal 🏠 tone 🏠 empathy 🏠 compassion
			SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in		

groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

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.

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.

SL.7.1a - 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.

SL.7.1b - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1d - Acknowledge new information expressed by others and, when warranted, modify their own views..

W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4 - 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.)

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.)

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.

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.

W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.1a - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d - Establish and maintain a formal style.

November

🏠 Grade 7 ELA Redemption

Enduring Understandings ✗	Essential Questions ✗	Standards ✗	Knowledge & Skills ✗	Academic Language ✗
🏠 One of the ways redemption can be found is through selflessness and valuing people over material possessions. 🏠 Writers use stories and distinctive characters to teach us lessons. 🏠 Literature that resonates with readers has "staying power," influencing other writers and becoming a part of our language, culture, and moral code. 🏠 The choices of characters affect the plot and reveal the theme of a story.	🏠 How do humans experience redemption? 🏠 How do authors use literature to teach us lessons? 🏠 How do the choices of characters affect the plot and build the theme of a story? 🏠 What is "staying power" in literature?	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 of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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	🏠 Students should know or be able to trace character development and provide evidence of development. 🏠 Students should know or be able to draw inferences based on background knowledge and textual evidence. 🏠 Students should know or be able to analyze story element interactions. 🏠 Students should know or be able to determine meaning of words and phrases. 🏠 Students should know or be able to analyze POV of	🏠 redemption 🏠 direct characterization 🏠 indirect characterization 🏠 figurative language 🏠 elements of drama 🏠 flat 🏠 static 🏠 dynamic 🏠 round 🏠 symbolism

		camera focus and angles in a film).	different characters or narrators,	
		RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character in a historical account of the same period as a means of understanding how authors of fiction use or alter history.	⌂ Students should know or be able to compare and contrast fictional and historical account of same event.	
		RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
		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 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).		
		RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
		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 whole.		
		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.		
		RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims.		
		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 interpretations of facts.		
		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.		
		W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		W.7.2a - 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.

W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e - Establish and maintain a formal style.

W.7.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.9a - Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

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.

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.

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.

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.)

SL.7.1a - 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.

SL.7.1b - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c - 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.

SL.7.1d - Acknowledge new information expressed by others and, when warranted, modify their own views..

L.7.6 - Acquire and use accurately grade-appropriateb general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.7.1a - Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

L.7.2a - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b - Spell correctly.

L.7.3a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

L.7.4a - 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.

L.7.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.4c - 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.

L.7.4d - 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).

		L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
		L.7.5b - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
		L.7.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		

🏠 Grade 7 ELA Human Rights

December	Enduring Understandings ✂	Essential Questions ✂	Standards ✂	Knowledge & Skills ✂	Academic Language ✂
	🏠 Our choices affect others. 🏠 To get to the truth one must considering multiple perspectives. 🏠 Social reform can be attained through individual and group efforts. 🏠 Freedom, equality and responsibility are intertwined.	🏠 How do the choices people make, individually and collectively, shape society? 🏠 How can I use evidence from various sources to construct the most effective argument possible and influence others with my claims and evidence? 🏠 What can we do alone and with others to confront injustice? 🏠 What is the relationship between freedom and equality? 🏠 How do we choose to tell our own story?	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 of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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). RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character in a historical account of the same period as a means of understanding how authors of fiction use or alter history. RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🏠 Students should know or be able to cite text evidence & infer. 🏠 Students should know or be abe to understand the civil rights era. 🏠 Students should know or be able to analyze POV of different characters or narrators.	🏠 integration 🏠 segregation 🏠 constitution 🏠 Jim Crow 🏠 Plessy vs. Ferguson 🏠 Separate but Equal 🏠 Dredd vs. Sandford 🏠 14th Amednment 🏠 15th Amendment

		Standards		

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 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).

RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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.

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 subjects (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 evidence is relevant and sufficient to support the claims.

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 interpretations of facts.

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.

January

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

February

🏠 Grade 7 ELA Memoirs

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Writers use a variety of techniques to convey adolescent experiences.	🏠 How do writers present the challenges of coming-of-age?	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.	🏠 Students should know or be able to paint a picture with their words.	🏠 perspective 🏠 point of view

🏠 Authors strategically convey and readers strategically interpret the text using a variety of literary techniques. 🏠 An impactful memoir effectively articulates a revelation the author has experienced in his or her own life.	🏠 How do emotions impact the way we choose to tell a story? 🏠 What are the characteristics of an impactful memoir? 🏠 How do we choose to tell our own story?	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 of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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). RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character in a historical account of the same period as a means of understanding how authors of fiction use or alter history. RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🏠 Students should know or be able to maintain consistent point of view. 🏠 Students should know or be able to develop and contrast POV of different characters or narrators.	🏠 figurative language 🏠 imagery 🏠 dialogue 🏠 indirect speech 🏠 flashback 🏠 indirect speech 🏠 revelation 🏠 specificity 🏠 narrative 🏠 memoir
		W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.4 - 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.) 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.) W.7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to	🏠 Students should know or be able to compose a narrative piece. 🏠 Students should know or be able to produce clear and coherent writing for purpose. 🏠 Students should be able to the demonstrate compentency of the writing process. 🏠 Students should know or be able to use technology/ cite sources.	

			interact and collaborate with others, including linking to and citing sources.	
			W.7.3a - 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.	
			W.7.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
			W.7.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
			W.7.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
			W.7.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.	
			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 whole.	
			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.	
			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.	
			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.	
			SL.7.1a - 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.	
			SL.7.1b - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
			SL.7.1c - 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.	
			SL.7.1d - Acknowledge new information	

		expressed by others and, when warranted, modify their own views..		
		L.7.1a - Explain the function of phrases and clauses in general and their function in specific sentences.		
		L.7.1b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
		L.7.2a - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
		L.7.2b - Spell correctly.		
		L.7.3a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
		L.7.4a - 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.		
		L.7.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
		L.7.4c - 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.		
		L.7.4d - 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).		
		L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
		L.7.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		

March

🏠 ELA 7th Grade Utopia vs. Dystopia

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Freedom, responsibility and control are interconnected. 🏠 Individual and societal memories inform decision making, altering the course of our futures.	🏠 How does knowledge, memory, and perception influence individual point or view / perspective? (perspective, experiences, memory)	L.7.4 - 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. L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	🏠 Students should know or be able to determine theme of a story. 🏠 Students should know or be able to	🏠 dystopian 🏠 utopian 🏠 euthanasia

			analyze the importants of story elements.	🏠 perspective
🏠 When we acquire new information, existing knowledge may evolve, impacting the actions and decisions we make. 🏠 The pursuit of perfection is unattainable and can inhibit individuality.	🏠 How can understanding perspective help us make meaning from experiences and literature? (Perspective & Theme) 🏠 What are the dangers of striving for perfection in society? (Utopian vs. Dystopian society) 🏠 How does the structure of the society we live in shape our ideals, values, and beliefs?		🏠 Students should know or be able to determine using context clues the meaning of words and phrases. 🏠 Students should know or be able to analyze how diverse perspectives impact ones perception of an event.	🏠 point of view 🏠 perception 🏠 genetic
		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 of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		
		SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. 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.		
		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.)			
April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕