CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: SEVENTH **SUBJECT: ENGLISH/LANGUAGE ARTS** **DATE: 2016-2017**

GRADING PERIOD: QUARTER 1 **MASTER COPY 9-13-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					

Learning Outcome
• Variety of literature
• Text Complexity
	7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Read a variety of literature.	• Comprehension Tests
			• Discussion
			• Extended Responses
				• Literary Terms
				  – Plot
				  – Conflict
				  – Theme
				  – Irony
				  – Setting
				  – Point of View
				  – Exposition
				  – Resolution
				  – Foreshadow
				  – Setting
				  – Protagonist
				  – Antagonist
				  – Climax	

Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite evidence to support.	• Constructed response	• Inference • Text evidence	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Key Ideas and Textual Support • Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and explain how the theme or central idea developed. • Provide summary.	• Constructed Response	• Theme • Analysis • Central Idea	YES+
	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	• Analyze and describe how the elements of literature interact.	• Discussion	• Setting	YES+
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Explain how structural elements of short stories and plays impact the meaning and plot.	• Plot chart	• Climax	YES+
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in short stories and plays. • Explain how the narrator impacts mood/tone in short stories and plays.	• Narrative Essay in First Person • Class Discussion	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Learning Outcome • Interaction with Text	**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Find evidence and facts in print and electronic sources. • Summarize information from print and electronic sources • Research specific topic and utilize relevant materials.	• Outline • Constructed Response • Research Packet	• Outline • Bibliography • Parts of a Non-Fiction Book	
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence • Draw inferences.	• Research Packet	• Parts of a Non-Fiction Book	YES+
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Describe how two or more central ideas develop in a text. • Include details. • Create an objective summary that has an introduction, body, and conclusion.	• Objective summary	• Objective summary	YES+
• Interactions	**7.RN.2.3:** 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*).	• Explain how a person, event, or idea is introduced and elaborated on in a text. • Analyze and describe interactions between individuals, events, and ideas in a text.	• Class discussion • Small group discussion • Constructed response	• Key individual • Elaborate	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Key Ideas and Textual Support • Text Structure	**7.RN.3.2**: 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.	• Explain how individual events contribute to the plot.	• Class discussion • Small group discussion • Extended response		YES+
Structural Elements and Organization • Authors' Perspective	**7.RN.3.3**: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and explain different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Summary • Recommendation • Quiz	• Author's perspective	YES+
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1**: 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, noting instances of bias and stereotyping.	• Identify claims the author supports with reasons and evidence. • Identify claims not supported. • Differentiate between bias, stereotyping, and fact.	• Discussion	• Non-supported claims	YES+
READING: VOCABULARY					
Learning Outcome • Vocabulary in Context	**7.RV.1**: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	• Vocabulary in Context		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Vocabulary Building • Context Clues	**7.RV.2.1**: Use context to determine or clarify the meaning of words and phrases.	• Use context to distinguish meaning of vocabulary.	• Rubric for Revision	• Synonyms • Thesaurus • Digital references	YES+
• Greek and Latin Stems	**7.RV.2.4**: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).	• Utilize stems to reinforce vocabulary.	• Stem Test • Stem Activities		YES
Vocabulary in Literature and Nonfiction Texts • Figurative and Connotative meanings	**7.R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone.	• Discussion • Teacher Led Activities	• Connotative • Figurative • Literal	YES

• Meanings of Words
  – Figurative
  – Connotative
  – Technical
	7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia).
		• Use figures of speech in writing.
		• Determine the meaning of words and phrases.
		• Analyze impact of word choice on meaning and tone.
			• Teacher Led Activities
			• Quiz
				• Simile
				• Metaphor
				• Personification
					YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					

Vocabulary in Literature and Nonfiction Texts
 	
• Figures of Speech
	7.RV.3.3: Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	• Identify/name figures of speech in context:
		  – Simile
		  – Metaphor
		  – Onomatopoeia
		• Explain the meaning in context.
			• Quiz (identify/name figures of speech)	• Onomatopoeia	

WRITING					
Learning Outcome • Samples of Writing for a Variety of Audiences	**7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	• Write constructed responses. • Write a narrative essay. • Write an informative essay. • Support with evidence from literature and nonfiction texts.	• Responses to reading • Teacher Created Rubric	• Graphic Organizer • Introduction • Body • Conclusion • Transitions • Leads	
Writing Genres: **Argumentative** • Claims and Arguments	**7.W.3.1:** Write **arguments** in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text.	• Responses to Literature	• Textual Evidence	YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Writing Genres **Argumentative**	**W.3.1: (cont.)** Demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows form and supports the argument presented.	• Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.			
Informative Compositions • Graphic Organizers • Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia.	• Teacher Created Rubric	• Transitions	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Informative Compositions**	**W.3.2: (cont.)** • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	• Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Narrative Compositions** • Point of View • Event Sequence • Narrative Techniques	**7.W.3.3**: Write **narrative** compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Rubric for First Person Narrative • Editing Process (use of precise words)	• Narrative	YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
The Writing Process • Revised Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop • Draft • Revise using appropriate reference material • Rewrite • Try a new approach • Edit to produce and strengthen writing that is clear and coherent • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Teacher Created Rubric	• Revision	YES+
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Grammar Survey • Quiz	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent/ • Dependent Clauses	YES+
• Pronouns	**7.W.6.1a: Pronouns** – Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English • Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	• Recognize and correct subject/verb agreement.			YES+
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs** Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			YES+
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	• Recognize and correct misplaced and dangling modifiers.			YES+
• Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence types.			YES+
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	• Use correct capitalization, punctuation and spelling in daily work.			YES+
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct capitalization usage in daily work.			YES+
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas in complex Sentences			YES+

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English • Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			YES+
SPEAKING AND LISTENING					
Learning Outcome	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	• Participate in a variety of collaboration/communication opportunities. • Communicate effectively with a variety of audiences for a variety of purposes.			
Discussion and Collaboration	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	• Participate in classroom discussions. • Participate in small group discussions. • Build on other's ideas. • Express personal ideas clearly.		• Collaborative Discussion	
MEDIA LITERACY					
Learning Outcome	**7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	• Analyze information found in electronic, print, and mass media. • Explain how media is used to inform, persuade, entertain and transmit culture.	• Worksheet		

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: SEVENTH **SUBJECT: ENGLISH/LANGUAGE ARTS** **DATE: 2016-2017**

GRADING PERIOD: QUARTER 2 **MASTER COPY 9-13-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Read a variety of literature.	• Comprehension Tests • Discussion • Extended Responses to Novel	• Literary Term • Simile • Symbolism • Mood/Tone • Dialect • Character-ization • Rising Action • Falling Action • Exposition • Resolution	
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite evidence to support.	• Constructed response • Rubric of Research Project	• Inference • Text evidence	YES+
• Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and explain how the theme or central idea developed. • Provide summary.	• Constructed Response • Test	• Theme • Analysis • Central Idea	YES+

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Key Ideas and Textual Support • Analysis	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	• Analyze and describe how the elements of literature interact.	• Discussion • Test • Plot Chart	• Setting	YES+
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Analyze and distinguish structural elements of a novel. • Explain how the structure contributes to its meaning and plot.	• Plot chart	• Plot • Conflict • Climax	YES+
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in a novel. • Discuss how the narrator impacts mood/tone in a novel. • Explain how an author develops and contrasts points of view.	• Class Discussion • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	YES+
Synthesis and Connection of Ideas • Comparison and Contrast	**7.RL.4.1:** Compare and contrast a written story, play or poem with 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*).	• Compare and contrast the novel to the movie. • Describe the effects of different techniques.	• Venn Diagram • Discussion	• Compare • Contrast	

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Synthesis and Connection of Ideas • Comparison and Contrast	**7.RL.4.2:** 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.	• Compare and contrast time, place or character of fictional portrayal to historical account.	• Character Chart • Discussion	• Fictional • Historical	YES
READING: NONFICTION					
Learning Outcome • Interactions with Text	**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Find evidence and facts in print and electronic sources. • Summarize information from print and electronic sources • Research specific topic.	• Constructed Response • Brochure	• Bibliography • Parts of a Non-Fiction Book	
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence. • Draw inferences.	• Brochure • Claims and Arguments	• Parts of a Non-Fiction Book • Claims and Arguments	YES+
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Analyze and describe the development of central ideas over multiple texts. • Create objective summary that has an introduction, body, and conclusion.	• Travel Brochure		YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Key Ideas and Textual Support • Interactions	**7.RN.2.3**: 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*).	• Explain how a person, event, or idea is introduced and elaborated on in a text. • Analyze and describe interactions in text.	• Class discussion • Small group discussion • Constructed response		YES+
Structural Elements and Organization • Analysis of Text Structure	**7.RN.3.2**: 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.	• Identify main concepts. • Analyze and describe how the main ideas contribute to the whole piece of writing.	• Running Records • Graphic Organizer • Brochure		YES+
• Authors' Perspective	**7.RN.3.3**: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and explain different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion		YES+
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1**: 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, noting instances of bias and stereotyping.	• Identify claims the author supports with reasons and evidence. • Identify claims not supported. • Apply knowledge of claims and arguments.	• Claims and Arguments Graphic Organizer	• Faulty Reasoning • Claims • Arguments • Debate • Rebuttal • Counter-Claim	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Synthesis and Connection of Ideas • Presentation of key information	**7.RN.4.3:** 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.	• Analyze and describe how authors shape presentation of information. • Explain differing interpretations of facts.	• Discussion • Comparison Questions		YES
READING: VOCABULARY					
Learning Outcome • Vocabulary in Context	**7. RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	• Vocabulary in Context		
Vocabulary Building • Context Clues	**7. RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary.	• Rubric for Revision of Brochure		YES+
• Relationships	**7. RV.2.2:** Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.	• Classify and distinguish the difference between different types of words.	• Graph	• Synonym • Antonym	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Vocabulary Building • Connotations	**7. RV.2.3:** Distinguish among the connotations of words with similar denotations.	• Critique writing and use of words and distinguish connotations. • Select more precise words with the correct connotation.	• Teacher Created Rubric	• Connotation • Loaded Words	YES
• Greek and Latin Stems	**7. RV.2.4:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).	• Utilize stems to enhance vocabulary.	• Stem Test • Stem Activities		YES
• Research	**7. RV.2.5:** Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Consult reference materials. • Identify phonetic spelling, part of speech, and word origin.	• Test	• Phonetic Spelling • Etymology • Guide Words	
Vocabulary in Literature and Nonfiction Texts • Figurative and Connotative meanings	**7. R.V.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone. • Analyze and describe how authors use language.	• Discussion • Teacher Led Activities	• Figurative • Literal	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts • Determination of Meaning	**7.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• Identify/name figures of speech in a novel: – Simile – Metaphor – Onomatopoeia • Use figures of speech in writing. • Explain meaning in context.	• Teacher Led Activities • Quiz	• Simile • Metaphor • Personification	YES
• Figures of Speech	**7.RV.3.3:** Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	• Identify/name figures of speech. • Use figures of speech in writing. • Explain meaning in context.	• Identify figures of speech in context. • Usage of figures of speech within writing.	• Allusion	
WRITING					
Learning Outcome • Written Work for a Variety of Audiences	**7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	• Write constructed responses. • Write an informative essay. • Support with evidence from literature and nonfiction texts. • Write for a range of audiences and purposes.	• Graded Responses • Teacher Created Rubric	• Graphic Organizer • Introduction • Body • Conclusion • Transitions • Leads	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres: **Argumentative** • Claims and Arguments	**7.W.3.1**: Write **arguments** in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows from and supports the argument presented.	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. • Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature • Claims and Arguments Organizer	• Textual Evidence • Claims and Arguments • Rebuttal • Counter-Claim • Faulty Reasoning	YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Informative Compositions • Graphic Organizers • Development of Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	• Charts • Teacher Created Rubric	• Transitions	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Informative Compositions**	**W.3.2: (cont.)** • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.				
Narrative Compositions • Establishment of Point of Views • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3**: Write **narrative** compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Narrative Compositions**	**W.3.3: (cont.)** • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.		• Short Writings • Teacher Created Rubric • Editing Process (use of precise words)	• Narrative	YES +
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop. • Draft. • Revise using appropriate reference material. • Rewrite. • Try a new approach. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others. • Use technology to generate, produce, and publish writing and link to sources.	• Teacher Created Rubric • Brochure • Peer Editing	• Revision • Proofreading • Editing	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Sentence Analysis • Correct Usage in Context • Quiz	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent/ • Dependent Clauses	YES+
• Pronouns	**7.W.6.1a: Pronouns** – Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			YES+
• Verbs	**7.W.6.1b: Verbs** – Recognizing and correcting problems with subject/verb agreement.	• Use correct subject/verb agreement			YES+
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs** –Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			YES+
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses** – Recognizing and correcting misplaced and dangling modifiers.	• Identify misplaced and dangling modifiers			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English • Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures.			YES+
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	• Use correct capitalization, punctuation, and spelling in daily work.			YES+
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously. [Applying correct usage of capitalization in writing.]	• Use correct capitalization usage in daily work.			YES+
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas correctly in complex sentences.			YES+
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENTING					
Learning Outcome	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	• Participate in a variety of collaboration/communicatio n opportunities. • Communicate effectively with a variety of audiences for a variety of purposes.			
Discussion and Collaboration	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	• Participate in classroom discussions. • Participate in small group discussions. • Build on other's ideas. • Express personal ideas clearly.		• Collaborative Discussion	
	7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	• Investigate and reflect on discussion using specific text evidence.	• Research Presentations		
	7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• Follow rules for considerate discussion.			
	7.SL.2.4: 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.	• Pose questions and respond to others'.	• Listening Guide		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENTING					
Discussion and Collaboration	**7.SL.2.5:** Acknowledge new information expressed by others, and consider it in relation to one's own views.	• Acknowledge and consider information expressed by others.			
Comprehension	**7.SL.3.1:** 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.	• Analyze and identify main ideas and supporting details presented.			
	7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	• Itemize a speaker's argument and claims. • Evaluate the soundness of their reasoning.			
Presentation of Knowledge of Ideas	**7.SL.4.1:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• Present claims and findings in a focused manner.	• Research Presentations		
	7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	• Create engaging multimedia presentations.	• Multimedia Research Presentations		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
MEDIA LITERACY					
Learning Outcome	**7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	• Analyze information found in electronic, print, and mass media.			

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: SEVENTH   **SUBJECT: ENGLISH/LANGUAGE ARTS**   **DATE: 2016-2017**

GRADING PERIOD: QUARTER 3   **MASTER COPY 9-13-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Read and analyze a variety of literature.	• Comprehension Tests • Discussion • Extended Responses to Novel		
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate important textual evidence to support analysis. • Analyze explain inferences drawn from the text.	• Constructed response • Quizzes	• Inference • Text evidence • Central Idea	YES+
• Theme • Analysis • Central Idea • Summarize	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and describe the development of a theme. • Develop objective summary.	• Constructed Response • Quizzes • Test • Objective summary	• Theme • Analysis • Central Idea • Objective Summary	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Key Ideas and Textual Support • Analysis • Elements	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	• Analyze and identify elements of literature. • Compare story elements in historical fiction to historical non-fiction pieces.	• Discussion • Quizzes • Test • Plot Chart	• Setting • Plot • Character-ization	YES+
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Distinguish structural elements of historical fiction. • Explain how the structure contributes to its meaning and plot.	• Class Discussion • Constructed Response • Plot chart	• Plot • Conflict • Climax • Parallel Structure	YES+
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person. • Describe how the narrator impacts mood/tone.	• Class Discussion • Checks for Learning • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	YES+
• Compare and Contrast	**7.RL.4.2:** 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.	• Compare and contrast time, place, or character of a fictional portrayal to historical account. • Evaluate how an author uses or alters history.	• Character Chart • Class Discussion	• Fictional • Historical	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Learning Outcome • Interactions with Text	**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Analyze and interpret a variety of historical nonfiction material.	• Constructed Response • Quizzes	• Non-Fiction Text Structure	
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence. • Draw inferences.	• Graphic Organizers • Checks for Understanding • Quizzes	• Inferences • Text Evidence	YES+
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Create objective summary that has an introduction, body, and conclusion.	• Written Summaries		YES+
• Analysis of Interactions	**7.RN.2.3:** 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*).	• Explain how a person, event, or idea is introduced and elaborated on in a text.	• Class discussion • Small group discussion • Constructed response	• Plot	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Structural Elements and Organization • Text Structure	**7.RN.3.2**: 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.	• Identify main concepts and features.	• Graphic Organizer • Quizzes	• Text Features • Craft	YES+
• Authors' Perspective	**7.RN.3.3**: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and contrast different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Checks for Understanding	• Authors Purpose	YES+
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1**: 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, noting instances of bias and stereotyping.	• Apply knowledge of claims and arguments. • Identify instances of bias and stereotyping.	• Claims and Arguments Graphic Organizer	• Types of Writing	YES+
• Presentation of key information	**7.RN.4.3**: 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.	• Describe and analyze differing interpretations of facts through historical nonfiction.	• Discussion • Comparison Questions • Checks for Understanding		YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Learning Outcome • Vocabulary in Context	**7. RV.1**: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing. • Gather vocabulary knowledge when comprehending material.	• Vocabulary in Context		
Vocabulary Building • Context Clues	**7. RV.2.1**: Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary. • Use an online/print thesaurus to help solve a problem or find a synonym.	• Revision Process for Writing		YES+
• Relationships	**7. RV.2.2:** Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.	• Classify and distinguish the difference between different types of words.	• Teacher Created Rubric	• Synonym • Antonym	YES
• Connotations	**7. RV.2.3:** Distinguish among the connotations of words with similar denotations.	• Critique writing and use of words and phrases. • Select more precise words with the correct connotation and denotation.	• Teacher Created Rubric	• Connotation • Loaded Words	YES

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts • Figurative meaning • Connotative meaning	**7. R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone. • Analyze and explain how authors use language.	• Class Discussion • Teacher Led Activities	• Figurative • Literal	YES
• Technical Meaning	**7.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia) in literature. • Use figures of speech in writing. • Consider the effects on meaning and tone.	• Teacher Led Activities • Quiz	• Simile • Metaphor • Personification	YES
• Figures of Speech	**7.RV.3.3:** Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	• Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia). • Use figures of speech in writing.	• Identify figures of speech in context. • Usage of figures of speech within writing.	• Allusion	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Learning Outcome • Written Work for a Variety of Audiences	**7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	• Write constructed responses. • Write an informative essay. • Support with evidence from literature and nonfiction texts.	• Graded Responses • Teacher Created Rubric	• Graphic Organizer • Introduction • Body • Conclusion • Transitions • Leads	
Writing Genres **Argumentative** • Claims • Arguments	**7.W.3.1**: Write **arguments** in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. • Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature • Graphic Organizer	• Textual Evidence	YES +

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Argumentative**	**7.W.3.1: (cont.)** • Provide a concluding statement or section that follows from and supports the argument presented.				
Informative Compositions • Graphic Organizers • Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	• Teacher Created Rubric	• Transitions	YES+

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Informative Compositions**	**7.W.3.2: (cont.)** • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience • Provide a concluding statement or section that follows from and supports the information or explanation presented.				
Narrative Compositions • Establishment of Point of View • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3**: Write **narrative** compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Short Writings • Teacher Created Rubric • Editing Process (use of precise words)	• Narrative	YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Narrative Compositions**	**W.7.3.3: (cont.)** • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop. • Draft. • Revise using appropriate reference material. • Rewrite. • Try a new approach. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others. • Use technology generate, produce, and publish writing and link to sources.	• Teacher Created Rubric • Peer Editing	• Revision • Proofreading • Editing	YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage.	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Sentence Analysis • Correct Usage in Context • Quiz	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent • Dependent Clauses • Subject-Verb Agreement	YES+
• Pronouns	**7.W.6.1a: Pronouns** – Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			YES+
• Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	• Identify and correct problems with subject/verb agreement.			YES+
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs** – Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			YES+
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	• Identify and correct misplaced and dangling modifiers.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English • Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures.			YES+
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	• Use correct capitalization, punctuation and spelling in daily work.			YES+
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct capitalization usage in daily work.			YES+
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas appropriately in complex sentences.			YES+
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENTING					
Learning Outcome	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	• Participate in a variety of collaboration/communication opportunities. • Communicate effectively with a variety of audiences for a variety of purposes.			
Discussion and Collaboration	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	• Participate in classroom discussions. • Participate in small group discussions. • Build on other's ideas. • Express personal ideas clearly.		• Collaborative Discussion	
Learning Outcome	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	• Participate in a variety of collaboration/communication opportunities. • Communicate effectively with a variety of audiences for a variety of purposes.			
Discussion and Collaboration	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	• Participate in classroom discussions. • Participate in small group discussions. • Build on other's ideas. • Express personal ideas clearly.		• Collaborative Discussion	

	7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	• Investigate and reflect on discussion using specific text evidence.	• Black History Research Presentations		
	7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• Follow rules for considerate discussion.			
	7.SL.2.4: 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.	• Pose questions and respond to others'.	• Listening Guide		
	7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.	• Acknowledge and consider information expressed by others.			
Comprehension	**7.SL.3.1:** 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.	• Analyze and identify main ideas and supporting details presented.			
Presentation of Knowledge of Ideas	**7.SL.4.2:** Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	• Create engaging multimedia presentations.	• Multimedia Black History Presentatoin		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
MEDIA LITERACY					
Learning Outcome	**7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	• Analyze information found in electronic, print, and mass media. • Explain how media is used to inform, persuade, entertain, and transmit culture.			

CRAWFORDSVILLE COMMNITY SCHOOL CORPORATION

GRADE LEVEL: SEVENTH   SUBJECT: ENGLISH/LANGUAGE ARTS   DATE: 2016-2017

GRADING PERIOD: QUARTER 4   **MASTER COPY 9-13-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Read a variety of literature.	• Comprehension Tests • Discussion • Extended Responses to Novel	• Literary Terms • Simile • Symbolism • Mood/Tone • Dialect • Character-ization • Rising Action • Falling Action	
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite textual evidence.	• Constructed response	• Inference • Text evidence	YES+
• Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and support theme or central idea in a work of literature. • Provide summary.	• Constructed Response • Note Taking • Test	• Theme • Analysis • Central Idea	YES+
• Analysis	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	• Identify and analyze elements of literature and poetic devices used in prose.	• Discussion • Test • Plot Chart • Note Taking	• Analysis • Setting	YES+

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Distinguish structural elements of a piece of literature. • Analyze and describe how structural elements contribute to meaning.	• Constructed Response • Plot chart	• Plot • Conflict • Climax	YES+
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in a piece of literature. • Describe how the narrator impacts mood/tone in a piece of literature.	• Class Discussion • Quiz • Checks for Learning • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	YES+
Synthesis and Connection of Ideas • Comparison and Contrast	**7.RL.4.2:** 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.	• Compare and contrast time, place, or character of a fictional portrayal to historical account. • Evaluate how an author uses or alters history.	• Character Chart • Note Taking • Discussion	• Fictional • Historical	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Learning Outcome • Interactions with Text	**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	• Find evidence and facts in print and electronic sources. • Summarize information from print and electronic sources • Research specific topic. • Outline pertinent information.	• Constructed Response • Final Copy Outline • Speech	• Bibliography • Parts of a Non-Fiction Book • Plagiarism	
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence • Draw inferences • Identify main points	• Checks for Understanding • Outline	• Parts of a Non-Fiction Book	YES+
• Central Idea	**7.RN.2.2**: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Summarize a topic	• Outline • Summary	Summarize	YES+
• Interactions	**7.RN.2.3**: 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*).	• Explain how a person, event, or idea is introduced and elaborated on in a text.	• Class discussion • Small group discussion • Constructed response • Media Presentations		YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Structural Elements and Organization • Analysis of Text Structure	**7.RN.3.2**: 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.	• Identify main concepts and features.	• Graphic Organizer • Quizzes	Text Structure	YES+
• Authors' Perspective	**7.RN.3.3**: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and contrast different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Checks for Understanding	Authors Purpose	YES+
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1**: 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, noting instances of bias and stereotyping.	• Evaluate and support credibility of information.	• Class discussion	Credible Sources Bias Stereotyping	YES+
• Presentation of key information	**7.RN.4.3**: 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.	• Analyze and contrast differing interpretations of facts.	• Discussion • Comparison Questions • Checks for Understanding		YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Learning Outcome • Vocabulary in Context	**7. RV.1**: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	• Vocabulary in Context • Vocabulary Utilized in Speech Presentations		
Vocabulary Building • Context Clues	**7. RV.2.1**: Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary.	• Revision Process		YES+
• Connotations	**7. RV.2.3**: Distinguish among the connotations of words with similar denotations.	• Critique writing and use of words and phrases. • Select more precise words with the correct connotation and denotation.	• Teacher Created Rubric		YES
• Research	**7. RV.2.5**: Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Consult reference materials. • Identify phonetic spelling, part of speech, and word origin.	• Test	• Phonetic Spelling • Etymology • Guide Words	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts • Figurative and Connotative meanings	**7. R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone. • Analyze and weigh how authors use language.	• Discussion • Teacher Led Activities • Use of Figurative Language and other Poetic Devices in Writing		YES
• Technical Meaning	**7.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	• Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia) in novel. • Use figures of speech in writing. • Infer the effect of figures of speech on meaning and tone.	• Teacher Led Activities • Use of Precise Words in Oral Presentations • Quiz		YES
• Figures of Speech	**7.RV.3.3:** Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	• Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia). • Use figures of speech in writing.	• Identify figures of speech in context. • Usage of figures of speech within writing. • Test	• Poetic Devices	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Learning Outcome • Written Works for a Variety of Audiences	**7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	• Write constructed responses. • Write an informative essay. • Support with evidence from literature and nonfiction texts.	• Graded Responses • Teacher Created Rubric		
Writing Genres **Argumentative** • Claims and Arguments	**7.W.3.1:** Write **arguments** in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. • Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature • Graphic Organizer		YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Argumentative**	• Provide a concluding statement or section that follows from and supports the argument presented.				
Informative Compositions • Graphic Organizers • Development of Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	• Speech • Teacher Created Rubric		YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Informative Compostions**	**W.3.2: (cont.)** • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.				
Narrative Compositions • Establishment of Point of View • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3**: Write **narrative** compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Short Writings • Teacher Created Rubric • Editing Process (use of precise words)		YES +

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres **Narrative Compositions**	**W.7.3.3: (cont.)** • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop. • Draft. • Revise using appropriate reference material. • Rewrite. • Try a new approach. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others. • Use technology generate, produce, and publish writing and link to sources.	• Teacher Created Rubric • Speech • Final Writing Product • Peer Editing		YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					

Conventions of Standard English
 	
Grammar and Usage
• Capitalization
  Punctuation
  Spelling
	7.W.6.1: Demonstrate command of English grammar and usage.	• Write sentences that begin with varying phrases and clauses.
		• Identify and use infinitive, appositive, and prepositional phrases.
			• Sentence Analysis
			• Correct Usage in Context
			• Quizzes
			• Grammar Test
				• Appositive phrase
				• Infinitive phrase
				• Prepositional phrase
				• Independent/
				• Dependent Clauses
				• Subject-Verb Agreement
					YES+

Pronouns	**7.W.6.1a: Pronouns** – Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			YES+
Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	• Identify and correct problems with subject/verb agreement.			YES+
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs –** Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			YES+
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	• Identify and correct misplaced and dangling modifiers.			YES+

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Conventions of Standard English • Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures.			YES+
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	• Use correct capitalization, punctuation, and spelling in daily work.			YES+
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct capitalization usage in daily work.			YES+
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	Use commas appropriately in complex sentences.			YES+
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			YES+

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENING					
Learning Outcome • Active Listening	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	• Listen effectively to utilize information. • Communicate effectively to others.	• Teacher Observations	• Projection • Composure	
Discussion and Collaboration • Collaboration	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	• Cooperate one-on-one or in groups on topics, texts, and/or issues.	• Small Group Collaboration	• Collaboration	
• Investigation	**7.SL.2.2:** Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	• Identify specific evidence.	• Teacher Created Rubric		
• Discussion	**7.SL.2.3:** Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• Listen to others' ideas and opinions without imposing bias.	• Peer Rubrics		
• Relevant Observations	**7.SL.2.4:** 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.	• Question presented information effectively.	• Class Discussion		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENING					
Discussion and Collaborations • Acknowledge Others' Viewpoint	**7.SL.2.5:** Acknowledge new information expressed by others, and consider it in relation to one's own views.	• Acknowledge others' views in relation to one's own.	• Class Discussion		
Comprehension • Analysis	**7.SL.3.1:** 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.	• Analyze main ideas and supporting details presented in diverse media.	• Media Presentations	• Diverse Media • Visually • Orally	
Presentation of Knowledge and Ideas • Presentation	**7.SL.4.1:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	• Present information in a coherent manner with pertinent facts.	• Teacher Created Rubric	• Pertinent Facts • Eye Contact • Pronunciation • Volume	
• Multi-Media	**7.SL.4.2:** Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	• Create engaging presentation.	• Teacher Created Rubric	• Multi-Media	
	7.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.				

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
MEDIA LITERACY					
Learning Outcome • Analysis of Information	**7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	• Critically analyze information found in multiple media forms. • Explain how media is used to inform, persuade, entertain and transmit culture.	• Check for Understanding • Quizzes • Student-Text interactions		
Media Literacy • Interpretation	**7.ML.2.1:** Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	• Interpret presentations.	• Teacher Created Rubric • Peer Evaluation		YES
• Analysis	**7.ML.2.2:** Analyze the ways that the media use words and images to attract the public's attention.	• Analyze the influence of media.	• Class Discussion	• Influence	