7th Grade English Language Arts
Curriculum Guide

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

7th Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Skill(s)	Priority Standards	Recurring Standards Source: 2021 Alabama Course of Study P. 87-88	Supporting Standards	DOK	Writing	Teacher Resources
1	1-2	**Prerequisite Skills** **Launch Week 1** **Prerequisite Skills** **Unit 1 Source:** SavvasMy Perspective	**Procedure and Routine** **Vocabulary Sources: iReady** **Context Clues** **Writing Process (Plan, Draft, Revise, Edit, and Publish)** **Sources:** Recurring Standards (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative Critical Literacy Standards)	**R1, R2, R3, R4** R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine meanings of unfamiliar spoken or written words. **Expression** R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. **Writing** R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. **Source: 2021 Alabama Course of Study P. 87-88**	**Language Literacy** 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.27 **Vocabulary Literacy** 729, 7.31, 7.32 **Text-Dependent Writing** 7.26 **Source:** ACAP Summative ELA Blue Print 2023	**Webb's Depth of Knowledge** **DOK 2:** (Skill/Concept) **DOK 3:** (Strategic Thinking)	Writing R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. Source: 2021 Alabama Course of Study P. 87-88 ------------------ **Skill:** **Nouns** **Verbs** **Source:** Savvas My Perspective - Page 27 - GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based** iReady, SavvasMy Perspective (ELA) Pg. 4 - 32 Text Dependent Writing for 7.25 https://www.readworks.org/ Wordly Wise iReady Tool Box
1	2-3	**Prerequisite Skills** **Period of Diagnois Test: iReady Diagnosis 1 & Read180** **Unit 1 Source:** SavvasMy Perspective	**Procedure and Routine** **Vocabulary Sources: iReady** **Context Clues** **Writing Process (Plan, Draft, Revise, Edit, and Publish) Sources:** Recurring Standards	7.1, 7.2, 7.7b, 7.17, 7.18 **(ACAP Summative Critical Literacy Standards)**	**R1, R2, R3, R4**	**Language Literacy** 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.27 **Vocabulary Literacy** 729, 7.31, 7.32 **Text-Dependent Writing** 7.26 **Source:** ACAP Summative ELA Blue Print 2023	**Webb's Depth of Knowledge** **DOK 2:** (Skill/Concept) **DOK 3:** (Strategic Thinking)	Writing R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. **Source:** 2021 Alabama Course of Study P. 87-88 **Source:** SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based** iReady, SavvasMy Perspective (ELA) Pg. 33 - 62 Text Dependent Writing for 7.25 https://www.readworks.org/ Wordly Wise

			What is a Narrative Text? **A narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way.** (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)						
1	4-5	**Unit 1 Narrative Source:** SavvasMy Perspective	**Procedure and Routine** **Vocabulary Sources:** iReady Context Clues **Writing Process (Plan, Draft, Revise, Edit, and Publish) Sources:** Recurring Standards **What is a Narrative Text?**	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative Critical Literacy Standards)	R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	Webb's Depth of Knowlwdge DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Writing R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. 7a. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively	District Based iReady, SavvasMy Perspective (ELA) Pg. 63 - 116 Text Dependent Writing for 7.25 https://www.readworks.org/ Wordly Wise

			A narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way. (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)					while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. Source: 2021 Alabama Course of Study P. 87-88 —--------------- Skill: Nouns Verbs Ajectives Source: SavvasMy Perspective (ELA) Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	
1	6-7	Unit 1 Narrative Source: SavvasMy Perspective	What is a Narrative Text? A narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way. (Refer to	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative Critical Literacy Standards)	R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	Webb's Depth of Knowlwdge DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Writing: R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 1029-139 and 61-71	District Based iReady, SavvasMy Perspective (ELA) Pg. Text Dependent Writing for 7.25 https://www.readworks.org/ Worldly Wise

			Weekly Pacing Guide at the Bottom for the list of Skills)						
1	8-9	Informational Text Unit 5 Source: SavvasMy Perspective Page 442	Informational Text **What is Informational Text?** **Examples of informational texts:** **Week 8** **Biographies** **Reports** **Essays** **Newspapers** **Week 9** **Magazines** **Textbooks** **Instruction Manuals** (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative Critical Literacy Standards)	R1, R2, R3, R4	**Language Literacy** 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.27 **Vocabulary Literacy** 729, 7.31, 7.32 **Text-Dependent Writing** 7.26 **Source: ACAP Summative ELA Blue Print 2023**	**Webb's Depth of Knowlwdge** **DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)**	**Writing:** R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. **Source:** SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based iReady, SavvasMy Perspective (ELA) Pg. 442 - 451** **Text Dependent Writing for 7.25** https://www.readworks.org/ **Wordly Wise**
2	1-2	Informational Text Unit 5 Source: SavvasMy Perspective	Informational Text **What is Informational Text?** **Examples of informational texts:** **Review** **Week 1-2** **Biographies** **Reports** **Essays** **Newspapers** **Magazines** **Textbooks**	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 7.9 Poetry (ACAP Summative Critical Literacy Standards)	**R1, R2, R3, R4**	**Language Literacy** 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.27 **Vocabulary Literacy** 729, 7.31, 7.32 **Text-Dependent Writing** 7.26 **Source: ACAP Summative ELA Blue Print 2023**	**Webb's Depth of Knowledge** **DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)**	**Writing** R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres. **7a. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. b. Write informative or**	**District Based iReady, SavvasMy Perspective (ELA) Pg. 452 - 462** **Text Dependent Writing for 7.25** https://www.readworks.org/ **Poetry Pg. 404 - 405** **Wordly Wise**

			Instruction Manuals (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)					explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. **Source: 2021 Alabama Course of Study P.** **Source:** SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-7	
2	**3-4**	Informational Text **Unit 5 Source:** SavvasMy Perspective	**Informational Text** **What is Informational Text?** **Examples of informational texts:** (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	**7.1, 7.2, 7.3, 7.4, 7.5, 7.6** **(ACAP Summative Critical Literacy Standards)**	**R1, R2, R3, R4**	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27** **Vocabulary Literacy 729, 7.31, 7.32** **Text-Dependent Writing 7.26** **Source: ACAP Summative ELA Blue Print 2023**	**Webb's Depth of Knowledge** **DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)**	**Writing R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres.** **7a. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information**	**District Based iReady, SavvasMy Perspective (ELA) Pg. 462 - 476** **Text Dependent Writing for 7.25** https://www.readworks.org/ **Wordly Wise**

								or data when relevant. **Source: 2021 Alabama Course of Study P.** **Source:** SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	
2	**6-7**	Informational Text Unit 5 Source: SavvasMy Perspective	Informational Text **What is Informational Text?** **Examples of informational texts:** **Magazines Textbooks Instruction Manuals** (Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative Critical Literacy Standards	R1, R2, R3, R4	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27** **Vocabulary Literacy 729, 7.31, 7.32** **Text-Dependent Writing 7.26** **Source: ACAP Summative ELA Blue Print 2023**	**Webb's Depth of Knowledge** **DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)** **DOK 4: (Extended Thinking)**	**Writing** **R4. Utilize a *writing process* to plan, draft, revise, edit, and publish writings in various genres.** **7a. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.** **Source: 2021 Alabama Course of Study P.**	**District Based iReady, SavvasMy Perspective (ELA)** **Pg. 476 -** **Text Dependent Writing for 7.25** https://www.readworks.org/ **Wordly Wise**
2	**8-9**	**Review:** Narrative Informational	**Review: Narrative Informational**	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 (ACAP Summative	R1, R2, R3, R4	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27**	**Webb's Depth of Knowledge** **DOK 2:**	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA)	**District Based iReady, SavvasMy Perspective (ELA)**

				Critical Literacy Standards)			(Skill/Concept)	Page: 109-139 and 61-7	Week 8 Personal Narrative Pg. 493
			(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)			Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)		News Article Narrative Pg. 519 Week 9 Unit 5
3	1 - 2	Unit 2 Page 116 Augmentative	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.3, 7.4, 7.5, 7.6, 7.7a	R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	Webb's Depth of Knowledge DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	District Based iReady, SavvasMy Perspective (ELA) Week 1 Pg. 116 - 126 Week 2 Pg. 126 - 140
3	3-4	Unit 2 Augmentative	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.3, 7.4, 7.5, 7.6, 7.7a	R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	Webb's Depth of Knowledge DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	District Based iReady, SavvasMy Perspective (ELA) Week 3 Pg. 141 - 152 Week 4 Pg. 153 - 169

3	5-6	Unit 3 Explanatory	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.3, 7.4, 7.5, 7.6, 7.7a	**R1, R2, R3, R4**	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27** **Vocabulary Literacy 729, 7.31, 7.32** **Text-Dependent Writing 7.26** **Source: ACAP Summative ELA Blue Print 2023**	**DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)** **DOK 4: (Extended Thinking)**	Source: SavvasMy Perspective - Page 27 - GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based iReady, SavvasMy Perspective (ELA)** **Week 5 Pg. 314 - 323** **Week 6 Pg. 324 - 331**
3	7-9	Unit 3 Explanatory	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)		**R1, R2, R3, R4**	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27** **Vocabulary Literacy 729, 7.31, 7.32** **Text-Dependent Writing 7.26** **Source: ACAP Summative ELA Blue Print 2023**	**DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)** **DOK 4: (Extended Thinking)**	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based iReady, SavvasMy Perspective (ELA)** **Week 7 Pg. 332 - 339** **Week 8 Pg. 340 - 344** **Week 9 Pg. 345 - 351**
4	1-2	Unit 3 Explanatory	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)	7.2, 7.5, 7.7c	**R1, R2, R3, R4**	**Language Literacy 7.19, 7.20, 7.21** **Research Literacy 7.24, 7.27** **Vocabulary Literacy 729, 7.31, 7.32** **Text-Dependent Writing 7.26** **Source: ACAP Summative ELA Blue Print 2023**	**DOK 2: (Skill/Concept)** **DOK 3: (Strategic Thinking)** **DOK 4: (Extended Thinking)**	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	**District Based iReady, SavvasMy Perspective (ELA)** **Week 1 Pg. 352 - 360** **Week 2 Pg. 360 - 362**

4	3-4	Unit 3 Explanatory	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)		R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)	Source: SavvasMy Perspective - Page 27 GrammarPLUS (ELA) Page: 109-139 and 61-71	District Based iReady, SavvasMy Perspective (ELA) Week 3 Pg. 363 - 372 Week 4 Pg. 373 - 381
4	5-6	Review Explanatory	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)		R1, R2, R3, R4	Language Literacy 7.19, 7.20, 7.21 Research Literacy 7.24, 7.27 Vocabulary Literacy 729, 7.31, 7.32 Text-Dependent Writing 7.26 Source: ACAP Summative ELA Blue Print 2023	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)		District Based iReady, SavvasMy Perspective (ELA) Week 5 Pg. 382 -388 Week 6 Pg. 389 - 396
4	7-8	Review	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)		R1, R2, R3, R4	7.9	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking) DOK 4: (Extended Thinking)		District Based iReady, SavvasMy Perspective (ELA) Week 7 Pg. 446 -449 Week 8 Pg. 456 - 464
4	9	Review	(Refer to Weekly Pacing Guide at the Bottom for the list of Skills)		R1, R2, R3, R4	7.9	DOK 2: (Skill/Concept) DOK 3:		District Based iReady, SavvasMy Perspective (ELA)

						(Strategic Thinking)		Pg. 465 - 468
						DOK 4: (Extended Thinking)		

UNIT 1: [Central and Supporting Ideas]	DURATION: [1st Nine week - week 4-8 weeks]	
CONTENT STANDARDS		**RECURRING STANDARDS**
PRIORITY STANDARD ● 7.1 Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. ● 7.7a Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).	**SUPPORTING STANDARDS** **Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28 **Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text-Dependent Writing** 7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	**RECURRING STANDARDS** R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

		BLOOM'S TAXONOMY	QUAD	ACT
Author's rhetorical choices	Students need to be able to identify and categorize an author's purpose.	Knowledge Analysis	A,B,C	n/a
Point of view	Students need to be able to identify point of	Knowledge	A,B	n/a

	view and explain how the point of view helps develop the central idea	Comprehension		
Purpose	Students need to be able to identify the author's purpose for writing the text	Knowledge Comprehension	A,B	n/a
Anecdotes	Students need to be able to identify and cite anecdotes	Knowledge Application	A,B	n/a
Figurative	Students need to be able to recognize figurative language and connect it to the central idea	Knowledge Application	A,B	n/a
Connotative	Students need to be able to recognize and explain connotative language	Knowledge Application	A,B	n/a
Technical word meanings	Students need to be able to state technical word meanings and compare them to the figurative word meanings	Knowledge Application	A,B	n/a
Central Idea	Students need to be able to identify the central or main idea of a text	Knowledge Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	**KEY VOCABULARY**
- Engage in reading to comprehend texts. - Identify the characteristics of central and supporting ideas. - Identify a central idea and supporting ideas of a text. - Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. - Review and practice how to identify an author's point of view and author's purpose in a text, using clues from the text. - Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings. - Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas.	- central idea - supporting idea - rhetorical choice - point of view - Purpose - Anecdote - figurative word meaning - connotative word meaning - technical word meaning
ESSENTIAL QUESTION(S)	**PRIOR KNOWLEDGE**

• What can one generation learn from another?	• Author's rhetorical choices • Point of view • Purpose • Anecdotes • Figurative • Connotative • Technical word meanings • Central Idea

	SUMMATIVE ASSESSMENT			
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam			

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT			
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam			

ACTIVITIES & RESOURCES
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas

iReady	

RTI	**EXTENSION OPPORTUNITIES**
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

UNIT 2: [Informational Text]	**DURATION: [2nd Nine Week - Weeks 1-4]**	
CONTENT STANDARDS		**RECURRING STANDARDS**

PRIORITY STANDARDS	**SUPPORTING STANDARDS**	**RECURRING STANDARDS**
7.2 Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose. 7.7b Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise 7.3 Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. vocabulary, and credible information or data when relevant.	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28 **Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text-Dependent Writing** 7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Inferences	Students need to be able to make inferences	Knowledge Application	A,B	n/a
Logical conclusions	Students need to be able to arrive at a logical conclusion based on the text	Knowledge Application	A,B	n/a
Informational Text	Students need to be able to indicate the informational text structure	Knowledge Application	A,B	n/a
Comparison and Contrast	Students need to be able to identify what is being compared and contrasted in the text	Knowledge Application	A,B	n/a
Problem and Solution	Students need to be able to identify and isolate the problem and the solution in a text	Application Analysis	A,B,C	n/a
Claims and Evidence	Students need to be able to classify and dissect claims and evidence.	Application Analysis	B,C	n/a
Cause and Effect	Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect.	Application Analysis	B,C	n/a
Description	Students need to be able to identify, interpret, and breakdown descriptions	Application Analysis	B,C	n/a
Sequence	Students need to be able to identify the sequence and separate the parts of the sequence	Application Analysis	B,C	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Week 1:
- Engage in reading to comprehend informational texts.
- Differentiate between an inference and a conclusion.
- Make inferences and draw logical conclusions from the content of an informational text.
- Define and explain characteristics of comparison and contrast,

KEY VOCABULARY
- informational text
- inference
- Conclusion
- text structure
- comparison and contrast
- Problem and solution

problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison and contrast.
- problem and solution, claims and evidence, cause and effect, description, and sequencing.
- Draw inferences and logical conclusions from the structures of an informational text.

- claims and evidence
- cause and effect
- Description
- Sequencing
- logical conclusion

ESSENTIAL QUESTION(S)
- Are inventions realized through inspiration or perspiration?

PRIOR KNOWLEDGE
- Inferences
- Logical conclusions
- Informational Text
- Comparison and Contrast
- Problem and Solution
- Claims and Evidence
- Cause and Effect
- Description
- Sequence

FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Bi-Weekly Exam

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise

Readworks	
Savvas	
iReady	

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

UNIT 2: [Literary Elements]	DURATION: [2nd Nine Weeks - Weeks 4-8]	
CONTENT STANDARDS		**RECURRING STANDARD**
PRIORITY STANDARDS	**SUPPORTING STANDARDS**	**RECURRING STANDARDS**

PRIORITY STANDARDS
- 7.3 Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.

- 7a Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).

SUPPORTING STANDARDS

Language Literacy
7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21

Research Literacy
7.24, 7.23, 7.26, 7.27, 7.28

Vocabulary Literacy
729, 7. 30, 7.31, 7.32

Text-Dependent Writing
7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22

RECURRING STANDARDS

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine the meanings of unfamiliar spoken or written words.

Expression
R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing
R4. Utilize a writing process to plan, draft,

				revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Plot	Students need to be able to identify the five parts of plot and explain how it contributes to the meaning of the text	Comprehension Application	A,B	n/a
Theme	Students need to be able to identify and explain the theme of a text.	Comprehension Application	A,B	n/a
Conflict	Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text.	Comprehension Application	A,B	n/a
Dialogue	Students need to be able to identify dialogue and explain how it contributes to the meaning of a text.	Comprehension Application	A,B	n/a
Point of view	Students need to be able to identify a point of view and connect it to the meaning of a text.	Comprehension Application	A,B	n/a
Textual evidence	Students need to be to show textual evidence to support the meaning of the text	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
- Engage in reading to comprehend prose and poetry (literary text). - Define and explain characteristics of setting in prose and poetry. - Define and explain characteristics of plot in prose and poetry. - Define and explain characteristics of characters in prose and poetry. - Define and explain characteristics of themes in prose and poetry. - Define and explain characteristics of conflict in prose and poetry.	- Prose - poetry - plot - Setting - characters - theme

- Define and explain characteristics of dialogue in prose and poetry.
- Define and explain characteristics of point of view in prose and poetry.
- Demonstrate plot development of prose and poetry.
- Explain how the author's use of setting contributes to the meaning or purpose of a text.
- Explain how the author's use of plot contributes to the meaning or purpose of a text.
- Explain how the author's use of characters contributes to the meaning or purpose of a text.
- Explain how the author's use of themes contributes to the meaning or purpose of a text.
- Explain how the author's use of conflict contributes to the meaning or purpose of a text.
- Explain how the author's use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author's use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

- Conflict
- literary text
- Dialogue
- point of view
- textual evidence
- purpose

ESSENTIAL QUESTION(S)
- Are inventions realized through inspiration or perspiration?

PRIOR KNOWLEDGE
- Plot
- Theme
- Conflict
- Dialogue
- Point of view
- Textual evidence

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

Quizizz	I-Ready Mastery
Quizlet	Standards Mastery
Entrance Slips	Unit Assessment
Observation	Projects
Participation	Bi-Weekly Exam

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI	**EXTENSION OPPORTUNITY**
Extended time	Board Games
Reduced Questions	Group Activities
Peer Helpers	Small groups
Fewer answer choices	Student-led activities
Small Group	
Reteach	

UNIT 3: [Figurative Language]	DURATION: [3rd Nine Weeks - Week 1-4]	
CONTENT STANDARDS		**RECURRING STANDARDS**
PRIORITY STANDARDS	**SUPPORTING STANDARDS**	**RECURRING STANDARDS**
7.4 Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile,	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for

metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.

7.6 Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

7.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.

Research Literacy
7.24, 7.23, 7.26, 7.27, 7.28

Vocabulary Literacy
729, 7. 30, 7.31, 7.32

Text-Dependent Writing
7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22

participation.

R2. Use context clues to determine the meanings of unfamiliar spoken or written words.

Expression
R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing
R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Simile	Students need to be able to identify similes and explain how they support the meaning of the text.	Comprehension Application	A,B	n/a
Metaphor	Students need to be able to identify metaphors and explain how they support the meaning of the text.	Comprehension Application	A,B	n/a
Personification	Students need to be able to identify personification and breakdown how they support the interpretation of the text	Comprehension Application Analysis	n/a	n/a
Onomatopoeia	Students need to be able to identify onomatopoeia and how they support the meaning of the text.	Comprehension Application	A,B	n/a
Hyperbole	Students need to be able to identify hyperbole and how it supports the interpretation of the text.	Comprehension Application	A,B	n/a

Tone	Students need to be able to identify tone and how it supports the interpretation of the text.	Comprehension Application	A,B	n/a
Imagery	Students need to be able to identify imagery and how it relates to the interpretation of the text.	Comprehension Application	A,B	n/a
Irony	Students need to be able to identify irony and explain how it supports the meaning of the text.	Comprehension Application	A,B	n/a
Symbolism	Students need to be able to identify symbolism and explain how it supports the meaning of the text.	Comprehension Application	A,B	n/a
Mood	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a
Tone	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Engage in reading to comprehend prose and poetry (literary texts).
- Identify characteristics of different literary devices, including simile, metaphor,
- personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood.
- Interpret the meaning of literary devices.
- Identify words and phrases that can help determine the tone of a text.
- Identify words and phrases that can help determine the mood of a text.
- Describe the use of literary devices in prose and poetry.
- Determine how literary devices support interpretations of the text.

KEY VOCABULARY

- prose
- poetry
- literary device
- Simile
- Metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- Irony
- Symbolism
- tone
- mood
- interpretation

ESSENTIAL QUESTION(S)	**PRIOR KNOWLEDGE**
● How do we remember the past?	● Simile ● Metaphor ● Personification ● Tone ● Mood ● Onomatopoeia ● Hyperbole ● Irony ● Symbolism

FORMATIVE ASSESSMENT	**SUMMATIVE ASSESSMENT**
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Projects Unit Assessment Bi-Weekly Exam

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI	**EXTENSION OPPORTUNITIES**
Extended time Reduced Questions Peer Helpers	Board Games Group Activities Small groups

Fewer answer choices Small Group Reteach	Student-led activities

UNIT 3: [Central and Supporting Ideas]	DURATION: [3rd Nine Weeks - Weeks 5-6]	
CONTENT STANDARDS		**RECURRING STANDARDS**

PRIORITY STANDARD	SUPPORTING STANDARDS	RECURRING STANDARDS
• 7.5 Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical). • 7.7c Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28 **Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text-Dependent Writing** 7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Author's rhetorical choices	Students need to be able to identify and categorize an author's purpose.	Knowledge Analysis Synthesis Evaluation	A,B	n/a
Point of view	Students need to be able to identify point of view and explain how the point of view helps	Knowledge Comprehension	A,B	n/a

	develop the central idea	Application Analysis		
Purpose	Students need to be able to identify the author's purpose for writing the text	Knowledge Comprehension Application Analysis	A,B	n/a
Anecdotes	Students need to be able to identify and cite anecdotes	Knowledge Application Analysis Synthesis	A,B	n/a
Figurative	Students need to be able to recognize figurative language and connect it to the central idea	Knowledge Application Analysis Synthesis	A,B	n/a
Connotative	Students need to be able to recognize and explain connotative language	Knowledge Application Analysis Synthesis	A,B	n/a
Technical word meanings	Students need to be able to state technical word meanings and compare them to the figurative word meanings	Knowledge Application Analysis Synthesis	A,B	n/a
Central Idea	Students need to be able to identify the central or main idea of a text	Knowledge Application Analysis Synthesis	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	**KEY VOCABULARY**
- Engage in reading to comprehend texts. - Identify the characteristics of central and supporting ideas. - Identify a central idea and supporting ideas of a text. - Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.	- central idea - supporting idea - rhetorical choice - point of view - Purpose - Anecdote

- Review and practice how to identify an author's point of view and author's purpose in a text, using clues from the text.
- Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings.
- Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas.

- figurative word meaning
- connotative word meaning
- technical word meaning

ESSENTIAL QUESTION(S)	PRIOR KNOWLEDGE
- When is it right to take a stand?	- Author's rhetorical choices - Point of view - Purpose - Anecdotes - Figurative - Connotative - Technical word meanings - Central Idea

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT			
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam Projects			

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise

Readworks
Savvas
iReady

RTI	EXTENSION OPPORTUNITIES
Extended time	Board Games
Reduced Questions	Group Activities
Peer Helpers	Small groups
Fewer answer choices	Student-led activities
Small Group	
Reteach	

UNIT 3: [Informational Text]	DURATION: [3rd Nine Weeks - Weeks 7-8]	
CONTENT STANDARDS		**RECURRING STANDARDS**

PRIORITY STANDARDS	SUPPORTING STANDARDS	RECURRING STANDARDS
7.5 Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical). 7.7c Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28 **Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text-Dependent Writing** 7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Inferences	Students need to be able to make inferences	Knowledge Application Analysis Synthesis	A,B	n/a
Logical conclusions	Students need to be able to arrive at a logical conclusion based on the text	Knowledge Application Analysis Synthesis	A,B	n/a
Informational Text	Students need to be able to indicate the informational text structure	Knowledge Application Analysis Synthesis	A,B	n/a
Comparison and Contrast	Students need to be able to identify what is being compared and contrasted in the text	Knowledge Application Analysis Synthesis	A,B	n/a
Problem and Solution	Students need to be able to identify and isolate the problem and the solution in a text	Application Analysis Analysis Synthesis Evaluation	B,C	n/a
Claims and Evidence	Students need to be able to classify and dissect claims and evidence.	Application Analysis Synthesis Evaluation	B,C	n/a
Cause and Effect	Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect.	Application Analysis Synthesis Evaluation	B,C	n/a
Description	Students need to be able to identify, interpret, and breakdown descriptions	Application Analysis Synthesis Evaluation	B,C	n/a

Sequence	Students need to be able to identify the sequence and separate the parts of the sequence	Application Analysis Synthesis Evaluation	B,C	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Week 1:
- Engage in reading to comprehend informational texts.
- Differentiate between an inference and a conclusion.
- Make inferences and draw logical conclusions from the content of an informational text.
- Define and explain characteristics of comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison and contrast.
- problem and solution, claims and evidence, cause and effect, description, and sequencing.
- Draw inferences and logical conclusions from the structures of an informational text.

KEY VOCABULARY
- informational text
- inference
- Conclusion
- text structure
- comparison and contrast
- Problem and solution
- claims and evidence
- cause and effect
- Description
- Sequencing
- Logical conclusion

ESSENTIAL QUESTION(S)
- When is it right to take a stand?

PRIOR KNOWLEDGE
- Inferences
- Logical conclusions
- Informational Text
- Comparison and Contrast
- Problem and Solution
- Claims and Evidence
- Cause and Effect
- Description
- Sequence

FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation

SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Bi-Weekly Exam

Participation	Project

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
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Edpuzzle
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Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI
Extended time
Reduced Questions
Peer Helpers
Fewer answer choices
Small Group
Reteach

EXTENSION OPPORTUNITIES
Board Games
Group Activities
Small groups
Student-led activities

UNIT 4: [Literary Elements]	DURATION: [4th Nine Weeks - Weeks 1-3]	
CONTENT STANDARDS		RECURRING STANDARDS
PRIORITY STANDARDS	**SUPPORTING STANDARDS**	**RECURRING STANDARDS**
• 7.3 Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

● 7.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.	**Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text- Dependent Writing** 7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Plot	Students need to be able to identify the five parts of plot and explain how it contributes to the meaning of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Theme	Students need to be able to identify and explain the theme of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Conflict	Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a

Dialogue	Students need to be able to identify dialogue and explain how it contributes to the meaning of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Point of view	Students need to be able to identify a point of view and connect it to the meaning of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Textual evidence	Students need to be to show textual evidence to support the meaning of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
- Engage in reading to comprehend prose and poetry (literary text). - Define and explain characteristics of setting in prose and poetry. - Define and explain characteristics of plot in prose and poetry. - Define and explain characteristics of characters in prose and poetry. - Define and explain characteristics of themes in prose and poetry. - Define and explain characteristics of conflict in prose and poetry. - Define and explain characteristics of dialogue in prose and poetry. - Define and explain characteristics of point of view in prose and poetry. - Demonstrate plot development of prose and poetry. - Explain how the author's use of setting contributes to the meaning or purpose of a text. - Explain how the author's use of plot contributes to the meaning or purpose of a text. - Explain how the author's use of characters contributes to the meaning or purpose of a text.	- Prose - poetry - plot - Setting - characters - theme - Conflict - literary text - Dialogue - point of view - textual evidence - purpose

- Explain how the author's use of themes contributes to the meaning or purpose of a text.
- Explain how the author's use of conflict contributes to the meaning or purpose of a text.
- Explain how the author's use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author's use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

ESSENTIAL QUESTION(S)	PRIOR KNOWLEDGE
When is it right to take a stand?	- Plot - Theme - Conflict - Dialogue - Point of view - Textual evidence

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects Unit Assessment Bi-Weekly Exam

ACTIVITIES & RESOURCES

Read 180
Nearpod
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Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI

Extended time
Reduced Questions
Peer Helpers
Fewer answer choices
Small Group
Reteach

EXTENSION OPPORTUNITIES

Board Games
Group Activities
Small groups
Student-led activities

UNIT 4: [Figurative Language]	DURATION: [4th Nine Weeks - Week 4-6]	
CONTENT STANDARDS		RECURRING STANDARDS
PRIORITY STANDARDS	**SUPPORTING STANDARDS**	**RECURRING STANDARDS**
7.4 Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood. 7.6 Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	**Language Literacy** 7.17, 7.17a, 7.17b, 7.17c, 7.18, 7.18a, 7.19, 7.20, 7.21 **Research Literacy** 7.24, 7.23, 7.26, 7.27, 7.28 **Vocabulary Literacy** 729, 7. 30, 7.31, 7.32 **Text-Dependent Writing**	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. R2. Use context clues to determine the meanings of unfamiliar spoken or written words. Expression

	7.26, 7.21, 7.21a, 7.21b, 7.21c, 7.22	R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
		R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.
		R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Simile	Students need to be able to identify similes and explain how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Metaphor	Students need to be able to identify metaphors and explain how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Personification	Students need to be able to identify personification and breakdown how they support the interpretation of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Onomatopoeia	Students need to be able to identify onomatopoeia and how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a

Hyperbole	Students need to be able to identify hyperbole and how it supports the interpretation of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Tone	Students need to be able to identify tone and how it supports the interpretation of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Imagery	Students need to be able to identify imagery and how it relates to the interpretation of the text.	Comprehension Application Analysis	A,B	n/a
Irony	Students need to be able to identify irony and explain how it supports the meaning of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Symbolism	Students need to be able to identify symbolism and explain how it supports the meaning of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Mood	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a
Tone	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
- Engage in reading to comprehend prose and poetry (literary texts). - Identify characteristics of different literary devices, including simile, metaphor, - personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood. - Interpret the meaning of literary devices. - Identify words and phrases that can help determine the tone of a	- prose - poetry - literary device - Simile - Metaphor - personification - onomatopoeia

text.
- Identify words and phrases that can help determine the mood of a text.
- Describe the use of literary devices in prose and poetry.
- Determine how literary devices support interpretations of the text.

- hyperbole
- imagery
- Irony
- Symbolism
- tone
- mood
- interpretation

ESSENTIAL QUESTION(S)
- What is a literary device? What is a simile? What is a metaphor?
- What is personification? What is onomatopoeia? What is hyperbole? What is imagery?
- What is irony? What is symbolism?
- How do you identify simile, metaphor, personification, onomatopoeia, hyperbole, imagery, irony, and symbolism?
- How do you use context clues to interpret these
- literary devices? How are these literary devices used in prose and poetry?
- What is tone? How do you determine the tone of a text?
- What is mood? How do you determine the mood of a text?
- How does the use of a literary device support the interpretation of a text?

PRIOR KNOWLEDGE
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Onomatopoeia
- Hyperbole
- Irony
- Symbolism

FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Projects

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit

Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

Recurring Standards
These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily
as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

Students will:

Reception

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Knowledge - Students need to know…
- Active listening skills.
- How to engage in discussions and conversations in a variety of settings.
- Agreed-upon rules for participation.
- Context clues in speech or text can provide the meaning of unfamiliar words.
- There are different types of context clues, including inference/general clues, definition/explanation clues, restatement/synonym clues, and contrast/antonym clues.
- Context clues in text are often indicated by punctuation marks.
- Digital and electronic tools must be used appropriately, safely, and ethically.
- Digital and electronic tools can be used for research or for writing tasks.
- Digital and electronic tools can be independently or with others.
- The writing process steps are to plan, draft, revise, edit, and publish.
- Various genres of writing.
- Some occasions (times and places) call for formal language and tone, while other occasions permit casual communication.
- Some contexts and tasks require formal English speech, while others permit more casual speech.

Skills - Students need to be able to do…
- Demonstrate active listening skills during discussion and conversation in pairs, small groups, or whole-class settings.
- Converse in pairs, small groups, and large groups.
- Practice the agreed-upon rules for participation.
- Use context clues to determine the meanings of unfamiliar words in speech.
- Use context clues to determine the meanings of unfamiliar words in text.
- Engage in safe and ethical behavior when using digital and electronic tools individually and collaboratively.
- Plan writings in various genres.
- Draft writings in various genres.
- Revise writings in various genres.
- Edit writings in various genres.
- Publish writings in various genres.
- Assess the formality of occasions.
- In formal occasions, speak and write with a formal language and tone.
- In informal occasions, speak and write with a casual language and tone.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of formal spoken English when appropriate

Learning Targets
- Conversations and discussions follow agreed-upon rules which help us actively listen and gain understanding.
- An author or a speaker uses context clues to explain the meaning of unusual words or academic, domain-specific vocabulary.
- Safe behaviors, interactions that keep you out of harm's way, are necessary when using digital and electronic tools.
- Ethical behavior, interactions that align to one's moral code, are necessary when using digital and electronic tools.
- The writing process is a set of steps that make writing easier.
- There are different categories, or genres, of writing that can be used for different purposes.
- Different situations require different types of languages and tones.
- Certain contexts and tasks will require them to speak in formal English.
- They can change their speech, such as the vocabulary and sentence

Bloom's Taxonomy:

Remember
Understand
Apply
Analyze
Evaluate
Create

Quad:

structure used, depending on the occasion.

Key Vocabulary:
- Active listening
- Discussion
- Conversation
- Rules
- Participation
- Context clues
- Determine
- Unfamiliar spoken words
- Unfamiliar written words
- Digital tools
- Electronic tools
- Appropriately
- Safely
- Ethically
- Research
- Individually
- Collaboratively
- Writing process
- Plan
- Draft
- Revise
- Edit
- Publish
- Genres
- Assess
- Formality
- Occasions
- Appropriate language
- Appropriate tone
- Adapt
- Speech
- Contexts
- Tasks
- Command
- Formal English

Examples, Activities, & Helpful Resources:

myOn Reading
Storyline Online
Jeopardy
Small Group Activity
Quizlet
Board Games
Riddles
Cyber Safety Videos
Peer Review Writing
Debate/Speeches

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

7th Grade Curriculum At A Glance (Language Arts) - Pacing Calendar					Identified Skills/Standards	I-Ready Standards for Mastery Test	Teacher Resources
Quarter	# Week	Unit Name	Priority Standards	Supporting Standards	IReady Resources/Skills	Pre/Post Test	
1	4	Grammar and Mechanics	7.17	7.17a, 7.17b, 7.17c		Week 1/ Week 4	My Perspectives Resources
1	4	Capitalization, Punctuation, and Spelling	7.18	7.18a		Week 1/ Week 4	My Perspectives Resources
2	4	Grammar and Mechanics	7.17	7.17a, 7.17b, 7.17c		Week 1/ Week 4	My Perspectives Resources
2	4	Capitalization, Punctuation, and Spelling	7.18	7.18a		Week 1/ Week 4	My Perspectives Resources
3	4	Grammar and Mechanics	7.17	7.17a, 7.17b, 7.17c		Week 1/ Week 4	My Perspectives Resources
3	4	Capitalization, Punctuation, and Spelling	7.18	7.18a		Week 1/ Week 4	My Perspectives Resources
4	4	Grammar and Mechanics	7.17	7.17a, 7.17b, 7.17c		Week 1/ Week 4	My Perspectives Resources
4	4	Capitalization, Punctuation, and Spelling	7.18	7.18a		Week 1/ Week 4	My Perspectives Resources

ELA UNIT 1: [Grammar and Mechanics]	DURATION: [1st Nine Weeks - 1-4 weeks]

CONTENT STANDARDS	
PRIORITY STANDARDS ● 7.17 Demonstrate command of standard English grammar, usage, and mechanics when writing.	**SUPPORTING STANDARDS** **Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing.	● grammar ● Usage ● Mechanics ● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive ● parenthetical ● Pronoun ● Antecedent ● Revise, ● personal pronoun ● intensive pronoun ● reflexive pronoun ● demonstrative pronoun

- relative pronoun
- interrogative pronoun
- indefinite pronoun

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?
- What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly?
- What are personal pronouns and how are they used correctly?
- What are intensive pronouns and how are they used correctly?
- What are reflexive pronouns and how are they used correctly? What are demonstrative pronouns and how are they used correctly?
- What are relative pronouns and how are they used correctly?
- What are interrogative pronouns and how are they used correctly?
- What are indefinite pronouns and how are they used correctly?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens
- Pronouns

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

Read 180
[Nearpod](#)
[Quizizz](#)
[Quizlet](#)
[Gimkit](#)
[Edpuzzle](#)
[NewELA](#)
[Commonlit](#)
[Wordwall](#)
[Boom Cards](#)
[Wordly Wise](#)
[Readworks](#)
Savvas
iReady

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling]	DURATION: [1st Nine Weeks - 5-8 weeks]
CONTENT STANDARDS	

PRIORITY STANDARDS	SUPPORTING STANDARDS
● 7.18 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
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Edpuzzle
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Wordly Wise
Readworks
Savvas
iReady

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 1: [Grammar and Mechanics]	DURATION: [2nd Nine Weeks - 1-4 weeks]
CONTENT STANDARDS	
PRIORITY STANDARDS	SUPPORTING STANDARDS

● 7.17 Demonstrate command of standard English grammar, usage, and mechanics when writing.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing.	● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements ● Genres
ESSENTIAL QUESTION(S) ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing?	**PRIOR KNOWLEDGE** ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens

- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling]	DURATION: [2nd Nine Weeks - 5-8 weeks]
CONTENT STANDARDS	

PRIORITY STANDARDS	SUPPORTING STANDARDS
- 7.18. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS: (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 1: [Grammar and Mechanics] — DURATION: [3rd Nine Weeks - 1-4 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
● 7.17. Demonstrate command of standard English grammar, usage, and mechanics when writing.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- grammar
- Usage
- Mechanics
- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive
- parenthetical
- Pronoun
- Antecedent
- Revise,
- personal pronoun
- intensive pronoun
- reflexive pronoun
- demonstrative pronoun
- relative pronoun
- interrogative pronoun
- indefinite pronoun

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?
- What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly?
- What are personal pronouns, and how are they used correctly?
- What are intensive pronouns, and how are they used correctly?
- What are reflexive pronouns, and how are they used correctly? What are demonstrative pronouns, and how are they used correctly?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens
- Pronouns

- What are relative pronouns, and how are they used correctly?
- What are interrogative pronouns, and how are they used correctly?
- What are indefinite pronouns, and how are they used correctly?

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

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iReady

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling] | DURATION: [3rd Nine Weeks - 5-8 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
● 7.18 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

in writing.
- Correctly use various pronouns and their antecedents in writing.

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 1: [Grammar and Mechanics]	DURATION: [4th Nine Weeks - 1-4 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
● 7.17. Demonstrate command of standard English grammar, usage, and mechanics when writing.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY
● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and	● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements

semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

- Genres

ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA

Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling]	DURATION: [4th Nine Weeks - 5-8 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
● 17.18 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.	**Grammar** **7.17a, 7.17b, 7.17c,** **Editing and Writing** **7.21, 7.21a, 7.21b, 7.21c** **Research** **7.26, 7.27**

		BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a

Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)
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Small Group	
Reteach	

Writing Rubric Link- https://drive.google.com/file/d/1T7cXeLhOB3kW_5_xuSopxdRK8_h4cds9/view?usp=sharing