Grade Seven ELA / Reading: Literature

Anchor Standard

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Literature*	
Topic	*Key Ideas and Details*	**Pacing**

Standard Statement	**Content Elaborations**
1. *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* **Learning Targets:** • I can read closely and locate explicit answers in text and find answers that require an inference. • I can analyze the author's ideas and determine multiple pieces of textual evidence needed to support both explicit and inferential inquiry. 2. *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.* **Learning Targets:** • I can determine the theme of the text. • I can write an objective summary. 3. *Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).* **Learning Targets:** • I can identify story elements. • I can explain the interaction of story elements and how they affect one another. • I can analyze how making a change to one story element affects the rest of the elements.	The focus of this topic, Key Ideas and Details, is the understanding that readers use tools to analyze literary text and strengthen their comprehension and critical thinking skills. Readers should be able to cite several pieces of textual evidence in order to analyze text. When analyzing text or separating text into parts for individual study, readers should look at different literary elements individually and identify their relationship to each other. How the literary elements work together (e.g., how setting influences plot) and how characters respond to these elements is information that readers should know and monitor through their close reading of the text. Readers analyze how the elements of plot and setting affect characters and how characters struggle with and resolve conflicts throughout the plot. This analysis enables the reader to infer (draw a general conclusion from information that is given) the overall theme of the plot. In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.
Content Vocabulary • theme • genre	**Academic Vocabulary** • analyze • textual evidence

- fiction - nonfiction - story/drama elements - tone - mood - plot - characterization - characters - character traits - setting - point of view - first person - third person omniscient - third person limited - conflict - internal - external	- evidence - inference/inferential - explicit/implicit - objective - subjective - summary
Formative Assessments - CFAs - Exit tickets - Pre-assessments - Collins writing - Anticipation guides - Journals - DRA	**Summative Assessments** Standardized assessments
Resources - Trade books - Literature book	**Enrichment Strategies** - Text complexity - Cluster grouping - Acceleration
Integrations	**Intervention Strategies** - Reading A-Z - Text complexity - Cluster grouping - Co-reader - Audiobooks

Grade Seven ELA / Reading: Literature

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Literature*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.* **Learning Targets:** • I can distinguish between literal language and figurative language in literary text. • I can recognize the difference between denotative and connotative meanings in literary text. • I can define and identify a variety of figurative language forms in literary text. 5. *Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.* **Learning Targets:** • I can analyze how dramatic and poetic structures contribute to the meaning of the text. 6. *Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.* **Learning Targets:** • I can identify different points of view and explain why the author has chosen them. • I can analyze the points of view of different characters.	The focus of this topic, Craft and Structure, is the understanding that the structure and language of literary text varies according to the needs of the story. Different genres of literature make use of different text structures. Whereas a mystery story may withhold the plot narration until later in the story, a play may make use of a soliloquy early on to cue the reader into the plot. Readers analyze how the structure of a drama or poem affects meaning. They use analytical skills as they clarify figurative and connotative meanings and analyze the impact of literary devices and techniques on poetry, stories, and dramas. Readers also analyze the author's development of the character's or narrator's point of view. In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.

- I can analyze how the author develops points of view in the text.

Content Vocabulary
- literal language (concrete)
- figurative language (abstract)
- simile
- metaphor
- extended metaphor
- hyperbole
- personification
- alliteration
- assonance
- consonance
- onomatopoeia
- denotation
- connotation
- rhyme
- rhythm
- repetition
- line breaks
- stanza
- sonnet
- drama
- soliloquy
- monologue
- dialogue
- free verse
- point of view
- first person
- second person
- third person limited
- third person omniscient
- scanning poetry

Academic Vocabulary
- analyze
- textual evidence
- evidence
- inference/inferential
- explicit/implicit
- objective
- subjective
- distinguish
- tangible
- intangible

Formative Assessments
- CFAs
- Exit tickets
- pre-assessments
- Collins writing

Summative Assessments
- Standardized assessments

• Anticipation guides • Journals • DRA	
Resources • Trade books • Literature book	**Enrichment Strategies** • Text complexity • Cluster grouping • Acceleration
Integrations	**Intervention Strategies** • Reading A-Z • Text complexity • Cluster grouping • Co-reader • Audiobooks

Grade Seven ELA / Reading: Literature

Anchor Standard
7. *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*   8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*   9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Literature*	
Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
7. *Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).* **Learning Targets:** • I can compare and contrast a written text to its multimedia version. • I can analyze how the various techniques used in multimedia can affect the experience of the audience. 8. *(Not applicable to literature)* 9. *Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.* **Learning Targets:** • I can compare and contrast a piece of historical fiction to a historical account of the same period. • I can analyze how authors capture historical imagination to develop their stories by using or altering historical facts.	The focus of this topic, Integration of Knowledge and Ideas, is the examination of the unique aspects of text when comparing and contrasting written versions of text to filmed, staged, or audio versions of text. Author's craft and style also is a focus of this topic. How an author of a fictional account of a historical fact makes that account come to life depends on word choice, text structure, and use of literary techniques. In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (the Bible or a play by Shakespeare).

Content Vocabulary	**Academic Vocabulary**
• historical fiction • multimedia • historical imagination	• compare • contrast • analyze • alter

	historical account
Formative Assessments - CFAs - Exit tickets - Pre-assessments - Collins writing - Anticipation guides - Journals - DRA	**Summative Assessments** Standardized assessments
Resources - Trade books - Literature book	**Enrichment Strategies** - Text complexity - Cluster grouping - Acceleration
Integrations	**Intervention Strategies** - Reading A-Z - Text complexity - Cluster grouping - Co-reader - Audiobooks

Grade Seven ELA / Reading: Literature

Anchor Standard	
10. *Read and comprehend complex literary and informational texts independently and proficiently.*	

Strand	*Reading: Literature*	
Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
10. **By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.** **Learning Targets:** • I can closely read a complex seventh grade text using strategies to understand difficult texts.	The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: 1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge, experiences, purpose, and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge..." This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers.

	Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements. In the next grade band (by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently.
Content Vocabulary - close reading - reading strategies: - ask questions - make connections - make inferences - visualize - reread - predicting - summarizing - synthesizing	**Academic Vocabulary** - interpret - clarify - text complexity - comprehension
Formative Assessments - CFAs - Exit tickets - Pre-assessments - Collins writing - Anticipation guides - Journals - DRA	**Summative Assessments** Standardized assessments
Resources - Trade books - Literature book	**Enrichment Strategies** - Text complexity - Cluster grouping - Acceleration
Integrations	**Intervention Strategies** - Reading A-Z - Text complexity - Cluster grouping - Co-reader - Audiobooks

Grade Seven ELA / Reading: Informational Text

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Anchor Standard
1. *Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.*
2. *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*
3. *Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individual ideas or events).*

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Strand   *Reading: Informational Text*

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Topic   *Key Ideas and Details*

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Standard Statement

1. *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

   Learning Targets:
   - I can analyze the author's ideas and determine multiple pieces of textual evidence needed to support both explicit and inferential inquiry.

2. *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*

   Learning Targets:
   - I can determine multiple central ideas in a text and analyze their development throughout the text.
   - I can write an objective summary of the text.

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).*

   Learning Targets:
   - I can analyze interactions between individuals, events, and ideas in a text.
   - I can infer how interactions between individuals, events, and ideas in a text would be different if one of these elements changed.

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Content Elaborations

In the previous grade band, students were expected to quote accurately from a text, determine main ideas of a text, and explain how those main ideas are supported. They were expected to explain the relationships in text as well as provide a summary of the text.

The focus of this topic, Key Ideas and Details, is the understanding and analysis of text. Readers are expected to analyze (separate text into parts for individual study) several pieces of textual evidence in order to identify the central ideas in a text which may be expressed explicitly as well as from inferences (general conclusions from information given) drawn from text. By analyzing interactions in text, the reader will be provided with textual evidence, which will help in determining the message of the passage.

In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.

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Content Vocabulary
- central idea
- key points

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Academic Vocabulary
- objective
- summary

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• informational text • interaction	• infer/inference/inferential • influence • analyze • inquiry
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Seven ELA / Reading: Informational Text

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Informational Text*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.* **Learning Targets:** • I can distinguish between literal language and figurative language in informational text. • I can recognize the difference between denotative and connotative meanings in informational text. • I can define and identify a variety of figurative language forms in informational text. • I can identify and understand words that have technical meaning and understand their purpose in an informational text. • I can understand an author's choice within an informational text to use particular words and phrases to create an overall meaning and mood for the reader. 5. *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.* **Learning Targets:** • I can analyze an informational text and determine its organizational structure. • I can explain how the organizational structure and the individual parts of an informational text contribute to the overall development of ideas.	In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to a grade 5 topic or subject area, know and use various text features of informational text, and identify the main purpose of a text. The focus of this topic, Craft and Structure, is the analysis (separating text into parts for individual study) of an author's word choice and the effect that it has on the tone (author's attitude toward the subject) and meaning of the text. How an author (by choice of point of view) distinguishes his or her position from other authors also is an important focus of this topic. By analyzing text structure (e.g., expository, cause-effect, comparison-contrast) and text organization, a reader is able to understand how an author's use of craft and structure contributes to the development of ideas in text. In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims, and analyze how an author develops text.

6. *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.* **Learning Targets:** • I can determine the author's point of view and author's purpose for writing the text. • I can assess how an author distinguishes his or her position from other authors.	
Content Vocabulary • figurative language ◦ simile ◦ metaphor ◦ hyperbole ◦ personification ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia • literal language • denotation • connotation • mood • tone • purpose • point of view • position • technical words • organizational structure • values • beliefs • opinions • problem solution • cause and effect • chronological • order of importance	**Academic Vocabulary** • distinguish • assess • insight • understanding
Formative Assessments	**Summative Assessments**

Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Seven ELA / Reading: Informational Text

Anchor Standard
7. *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Informational Text*	
Topic	*Integration of Knowledge and Ideas*	Pacing

Standard Statement	Content Elaborations
7. *Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).* **Learning Targets:** • I can compare and contrast informational text to multimedia versions. • I can analyze how the various techniques used in multimedia can affect the experience of the audience. 8. *Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.* **Learning Targets:** • I can identify the argument presented in the informational text. • I can determine the author's credibility and purpose for writing the text. • I can identify claims that are supported by facts and those that are supported by opinions. • I can evaluate an argument using the evidence an author provides and decide if the evidence is relevant, accurate, and sufficient in order to support the claim. 9. *Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.* **Learning Targets:** • I can analyze how authors interpret and emphasize different evidence	The focus of this topic, Integration of Knowledge and Ideas, is the comparison and contrast of text by carefully analyzing (separating text into parts for individual study) different versions of text. By analyzing different versions of text, readers are able to evaluate how an author used evidence to develop text. In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.

when writing informational text about the same topic. • I can compare and contrast the methods authors use to communicate information about the same topic in informational text.	
Content Vocabulary • claims • argument • credibility • fact • opinion • relevant • sufficient • accurate • reasoning • validity • point of view • evidence • methods	**Academic Vocabulary** • trace • evaluate • delineate • emphasize • interpret • insight • compare • contrast
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Seven ELA / Reading: Informational Text

Anchor Standard	
10. *Read and comprehend complex literary and informational texts independently and proficiently.*	

Strand	*Reading: Informational Text*	
Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
10. ***By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*** **Learning Targets:** • I can closely read a complex seventh grade informational text using strategies to understand difficult texts.	The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. 1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge, experiences, purpose, and complexity of task assigned) The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that a "turning away from complex texts is likely to lead to a general impoverishment of knowledge..." This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.

Content Vocabulary	Academic Vocabulary

• close reading
• reading strategies
  ◦ ask questions
  ◦ make connections
  ◦ make inferences
  ◦ visualize
  ◦ reread
	• interpret
	• clarify
	• text complexity
	• comprehension

Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Seven ELA / Writing

Anchor Standard
1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*
3. *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Strand	*Writing*	
Topic	*Text Types and Purposes*	**Pacing**

Standard Statement	Content Elaborations

1. ***Write arguments to support claims with clear reasons and relevant evidence.***
   a. Introduce claims(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
 	
Learning Targets:
• I can introduce my claim and opposing claims.
• I can organize the reasons and evidence logically.
• I can evaluate sources for their accuracy and credibility.
• I can articulate an understanding of the topic or text.
• I can use words, phrases, and clauses to create cohesion in my writing.
• I can use words, phrases, and clauses to clarify the relationship among claim(s), reasons, and evidence.
• I can articulate the different between a formal and informal writing style.
• I can consistently use a formal style in writing.
• I can craft a concluding statement (warrant) that supports my
	The focus of this topic, Text Types and Purposes, is the understanding that writers develop complete, logically sequenced text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details, and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas. In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on readers. They use precise language and domain-specific vocabulary. Writers make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic as they have. A writer's use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer's writing style. The tone or attitude that a writer takes toward subjects also is important.

argument.

2. ***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets:
- I can clearly introduce a topic.
- I can use strategies to organize ideas, concepts, and information.
- I can use formatting, graphics, and multimedia to help my reader understand my ideas.
- I can use relevant facts, definitions, concrete details, quotations, information, examples, etc. to develop my topic.
- I can correctly format quotations or other cited information in my writing.
- I can use transitions to clarify relationships among ideas and concepts.
- I can use language specific to my topic.
- I can articulate the difference between a formal and informal writing style.
- I can consistently use a formal style in writing.
- I can craft a concluding statement (warrant) that supports my argument.

3. ***Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.***

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Targets:
- I can describe the setting.
- I can use a consistent point of view.
- I can describe characters.
- I can write a narrative with a clear beginning, middle, and end.
- I can develop experiences, events, and characters using dialogue, pacing, and description.
- I can use transitions to show changes in time and place.
- I can use specific words/phrases and descriptive details to show action, experience, and events.
- I can use sensory language to show action, experience, and events.
- I can craft a conclusion that reflects on the events in my narrative.

Content Vocabulary	**Academic Vocabulary**
- claim - thesis (make sure students know these are the same thing) - counterclaim - evidence - warrant/concluding statement - rebuttal - reasons - data - debate - argument - persuasion - clauses - phrases - cohesive/cohesion	- credible - logical reasoning - relevant - clarify - articulate - classification - cause and effect - preview - compare and contrast - source/citation - orient - textual evidence

- formal style
- conclusion statement
- supporting argument
- craft
- formatting
- concrete details
- narrator
- dialogue
- point of view
- sensory language
- logical
- writing process
- writing on demand
- editing
- revision

Formative Assessments	**Summative Assessments**
- Outlines - Research notes - Preliminary drafts (informative/explanatory, narrative, research argument writing) - Claim draft - Revision activities with transitions - Editing activities - Research simulation tasks - Entrance/exit slips - Think alouds - Journal prompts - Evaluating exemplars - style - claims - purpose - grammar - integration of evidence - Informal debates - Comparison activities between persuasive writing and argumentative writing - Evaluating resources - Reverse outlining an exemplar for organization	- Final drafts of writing activities (informative/explanatory, narrative, research argument writing) - Test over identifying the different components involved in making an argument - Timed, independent, in-class writing prompts (writing on demand) - Text-dependent writing tasks

Resources • www.parcconline.com • Triumph Learning Common Core Assessment Book • Room for Debate NYT • George Hillocks' *Teaching Argument Writing Grades 6-12* • www.commoncore.americaachieves.org • PARCC Writing Rubric • http://www.uen.org/core/languagearts/writing/argumentative.shtml • NWEA.org ◦ MAP Descartes • Lexile.com	**Enrichment Strategies** • Text complexity • Length and depth of writing tasks • Connections to 8th and 9th curricula • Increased analysis requirements
Integrations • Athens and Sparta: Where would you rather live? Support your argument. • Alexander the Great: Hero or Villain? Support your argument. • Who is the DaVinci of our time? Support your argument. • Evaluate great speeches and great essays of history. • Debates on stem cell research, cloning, etc.	**Intervention Strategies** • Text complexity • Length and depth of writing tasks • Connections to 5th and 6th grade curricula • Extended time • Pre-teaching • Re-teaching • Writing with assistance • Additional graphic organizers • Scaffolding • Chunking/calendars to guide pacing • Sentence starters

Grade Seven ELA / Writing

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Anchor Standard

    4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

    5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

    6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

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Strand   *Writing*

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Topic   *Production and Distribution of Writing*

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Pacing

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Standard Statement

4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)*

   Learning Targets:
- I can write clear and cohesive pieces.
- I can develop and organize my writing.
- I can write with an appropriate style according to the task and purpose.

5. *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 7 on page 53.)*

   Learning Targets:
- I can collaborate with others to revise my writing.

6. *Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

   Learning Targets:
- I can use technology to produce my writing.
- I can use technology to collaborate with others.
- I can use technology to cite sources.

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Content Elaborations

The focus of this topic, Production and Distribution of Writing, is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the work choice, unity, and the coherence of thoughts, ideas, and details. Texts should include appropriate capitalization and punctuation to emphasize intended meaning. Texts should represent organizational structures that summarize, extend, or elaborate on ideas and include evidence of logic, style, voice, word choice, and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgement of sources and graphics, including the Internet, to enhance and validate the final product.

In the next grade band, students are expected to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, and update individual or shared writing products.

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Content Vocabulary	Academic Vocabulary
- author's purpose - rhetorical device (apology, accusation, warning, praise, etc.) - pre-writing strategies (webbing, outlining, graphic organizers, free writes, drafts) - audience - writing style - revising - editing - unity - coherent/coherence - transitions - word choice - domain-specific vocabulary - conventions - publish - logic - style - voice - organizational structures - graphic organizers	- collaborate - citing - formal style - relevant - analyze - evaluate - reflect/reflection
Formative Assessments	**Summative Assessments**
- Outlines - Research notes - Preliminary drafts (informative/explanatory, narrative, research argument writing) - Claim draft - Revision activities with transitions - Editing activities - Research simulation tasks - Entrance/exit slips - Think alouds - Journal prompts - Evaluating exemplars - style - claims - purpose - grammar	- Final drafts of writing activities (informative/explanatory, narrative, research argumentative writing) - Test over identifying the different components involved in making an argument - Timed, independent, in-class writing prompts (writing on demand) - Text-dependent writing tasks

- ◦ integration of evidence
- ◦ text structure (compare/contrast, definition, analogy, cause/effect, chronological order, order of importance, integration of graphics/formatting)
- Informal debates
- Comparison activities between persuasive writing and argumentative writing
- Evaluating resources
- Reverse outlining an exemplar for organization

Resources
- Strategic Balanced Literacy Framework
- Write Source handbook
- www.parcconline.com
- Triumph Learning Common Core Assessment Book
- Room for Debate NYT
- George Hillocks' *Teaching Argument Writing Grades 6-12*
- www.commoncore.americaachieves.org
- PARCC Writing Rubric
- http://www.uen.org/core/languagearts/writing/argumentative.shtml
- NWEA.org
  - ◦ MAP Descartes
- Lexile.com
- *Write Like This!* and *Teaching Adolescent Writing*, by Kelly Gallagher
- Lucy Caulkins' works
- *Book Love*, by Peggy Kittle
- *Beyond the Five Paragraph Essay*, by Kristi Latimer and Kimberly Hill Campbell
- *Texts and Lessons for Content Area Reading*, by Harvey Daniels and Nancy Steineke
- Your library media specialist
- NCTE
- The Writing Project
- www.readwritethink.org
- www.ohiorc.org

Enrichment Strategies
- Text complexity
- Length, depth, breadth of writing tasks
- Connections to 8th and 9th curricula
- Increased analysis requirements
- Dive deep discussions

Integrations
- Evaluating campaign ads
- Evaluating past and current government practices

Intervention Strategies
- Text complexity
- Length and depth of writing tasks

• Letters to editor based on current events • Appropriate science content (new curriculum forthcoming)	• Connections to 5th and 6th grade curricula • Extended time • Pre-teaching • Re-teaching • Writing with assistance • Additional graphic organizers • Scaffolding • Chunking/calendars to guide pacing • Sentence starters

Grade Seven ELA / Writing

Anchor Standard
7. *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*
8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*
9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Strand	*Writing*	
Topic	*Research to Build and Present Knowledge*	**Pacing**

Standard Statement	Content Elaborations
7. *Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.* **Learning Targets:** • I can use several sources to research and answer a question. • I can generate more questions based on what I have researched. 8. *Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.* **Learning Targets:** • I can use search terms effectively to gather information from print and digital sources. • I can quote or paraphrase others' ideas to avoid plagiarism. • I can follow a standard format for citation. 9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.* a. Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history."). b. Apply grade 7 reading standards to literary nonfiction (e.g., "Trace and	The focus of this topic, Research to Build and Present Knowledge, is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase the information of others in order to avoid plagiarism (to steal and pass of the ideas or words of another as one's own). They evaluate this information for accuracy, credibility, and reliability. In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection, and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.

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.").

Learning Targets:
- I can define textual evidence ("word for word" support and/or paraphrase).
- I can determine textual evidence that supports my analysis, reflection, and/or research.
- I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

Content Vocabulary	Academic Vocabulary
- textual evidence - central question - MLA format - proof	- plagiarism - source - credibility - paraphrase - analyze - relevant - generate - support

Formative Assessments
- Outlines
- Research notes
- Preliminary drafts (informative/explanatory, narrative, research argument writing)
- Claim draft
- Revision activities with transitions
- Editing activities
- Research simulation tasks
- Entrance/exit slips
- Think alouds
- Journal prompts
- Evaluating exemplars
  - style
  - claims
  - purpose
  - grammar
  - integration of evidence

Summative Assessments
- Final drafts of writing activities (informative/explanatory, narrative, research, argument writing)
- Test over identifying the different components involved in making an argument
- Timed, independent, in-class writing prompts (writing on demand)
- Text-dependent writing tasks

- ◦ text structure (compare/contrast, definition, analogy, cause/effect, chronological order, order of importance, integration of graphics/formatting
- Informal debates
- Comparison activities between persuasive writing and argumentative writing
- Evaluating resources
- Reverse outlining an exemplar for organization

Resources
- Strategic Balanced Literacy Framework
- Write Source handbook
- www.parcconline.com
- Triumph Learning Common Core Assessment Book
- Room for Debate NYT
- George Hillocks' *Teaching Argument Writing Grades 6-12*
- www.commoncore.americaachieves.org
- PARCC Writing Rubric
- http://www.uen.org/core/languagearts/writing/argumentative.shtml
- NWEA.org
  - ◦ MAP Descartes
- Lexile.com
- *Write Like This!* and *Teaching Adolescent Writing*, by Kelly Gallagher
- Lucy Caulkins' works
- *Book Love*, by Peggy Kittle
- *Beyond the Five Paragraph Essay*, by Kristi Latimer and Kimberly Hill Campbell
- *Texts and Lessons for Content Area Reading*, by Harvey Daniels and Nancy Steineke
- Your library media specialist
- NCTE
- The Writing Project
- www.readwritethink.org
- www.ohiorc.org
- MLA formatting websites
  - ◦ OWL at Purdue
  - ◦ Easybib.com
  - ◦ Bibme.com
  - ◦ Citationmachine.net

Enrichment Strategies
- Text complexity
- Length, depth, breadth of writing tasks
- Connections to 8th and 9th curricula
- Increased analysis requirements
- Dive deep discussions

Integrations • Appropriate science content (new curriculum forthcoming) • Impacts of Greek and Roman governments on current governments • Sanitary conditions: then and now • Impact of science of technological advances on the individual today	**Intervention Strategies** • Text complexity • Length and depth of writing tasks • Connections to 5th and 6th grade curricula • Extended time • Pre-teaching • Re-teaching • Writing with assistance • Additional graphic organizers • Scaffolding • Chunking/calendars to guide pacing • Sentence starters • Mentor texts

Grade Seven ELA / Writing

Anchor Standard
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand	*Writing*	
Topic	*Range of Writing*	**Pacing**

Standard Statement	Content Elaborations
10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* **Learning Targets:** • I can write for a variety of purposes and audiences. • I can write for a variety of reasons: to inform, to persuade, to convey an experience. • I can write over extended time periods using research, reflection, and revision in that time period. • I can determine the appropriate style and format to use in my writing.	Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Vocabulary	**Academic Vocabulary**
• task • purpose • audience • style • format • range • research • literary nonfiction	• reflection • revision • research

Formative Assessments	**Summative Assessments**
• Outlines • Research notes	• Text complexity • Length, depth, breadth of writing tasks

- Preliminary drafts (informative/explanatory, narrative, research argument writing)
- Claim draft
- Revision activities with transitions
- Editing activities
- Research simulation tasks
- Entrance/exit slips
- Think alouds
- Journal prompts
- Evaluating exemplars
  ◦ style
  ◦ claims
  ◦ purpose
  ◦ grammar
  ◦ integration of evidence
  ◦ text structure (compare/contrast, definition, analogy, cause/effect, chronological order, order of importance, integration of graphics/formatting)
- Informal debates
- Comparison activities between persuasive writing and argumentative writing
- Evaluating resources
- Reverse outlining an exemplar for organization
- Collins writing

- Connections to 8th and 9th curricula
- Increased analysis requirements
- Dive deep discussions

Resources
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- Write Source handbook
- www.parcconline.com
- Triumph Learning Common Core Assessment Book
- Room for Debate NYT
- George Hillocks' *Teaching Argument Writing Grades 6-12*
- www.commoncore.americaachieves.org
- PARCC Writing Rubric
- http://www.uen.org/core/languagearts/writing/argumentative.shtml
- NWEA.org
  ◦ MAP Descartes
- Lexile.com
- *Write Like This!* and *Teaching Adolescent Writing*, by Kelly Gallagher

Enrichment Strategies
- Text complexity
- Length, depth, breadth of writing tasks
- Connections to 8th and 9th curricula
- Increased analysis requirements
- Dive deep discussions

- Lucy Caulkins' works
- *Book Love*, by Peggy Kittle
- *Beyond the Five Paragraph Essay*, by Kristi Latimer and Kimberly Hill Campbell
- *Texts and Lessons for Content Area Reading*, by Harvey Daniels and Nancy Steineke
- Your library media specialist
- NCTE
- The Writing Project
- www.readwritethink.org
- www.ohiorc.org
- MLA formatting websites
  - OWL at Purdue
  - Easybib.com
  - Bibme.com
  - Citationmachine.net

Integrations
- Current events
- Letters for authentic audiences
- Shared essays between curricula
- Journal entries

Intervention Strategies
- Text complexity
- Length and depth of writing tasks
- Connections to 5th and 6th grade curricula
- Extended time
- Pre-teaching
- Re-teaching
- Writing with assistance
- Additional graphic organizers
- Scaffolding
- Chunking/calendars to guide pacing
- Sentence starters
- Mentor texts

Grade Seven ELA / Speaking and Listening

Anchor Standard	
1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*	
2. *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*	
3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*	

Strand	*Speaking and Listening*	
Topic	*Comprehension and Collaboration*	**Pacing**

Standard Statement	Content Elaborations
1. *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.* a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. **Learning Targets:** • I can come prepared for discussions. • I can use evidence from the material being discussed to extend discussion. • I can follow the rules in a group discussion and realize when we are off topic. • I can pose questions to extend the discussion. • I can respond to others' questions and elaborate on my own ideas and/or the ideas of others. • I can acknowledge other viewpoints. • I can use new information to change my views when necessary.	The focus of this topic, Comprehension and Collaboration, is the understanding that effective listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of examining issues, sharing information, and building understandings. They act responsibly by effectively managing their time and by cooperating and contributing to the group process. In order to be an effective listener and focus on and analyze information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic of discussion. They listen for clue words and identify important details. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information and, when warranted, modifying their own views.

2. *Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.*

   Learning Targets:
   - I can analyze the main ideas and supporting details in the format in which they are presented.
   - I can explain how the ideas clarify a topic, text, or issue.

3. *Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.*

   Learning Targets:
   - I can identify the arguments and the quantity and quality of evidence the speaker presented.
   - I can evaluate the speaker's logic through the evidence presented.

Content Vocabulary	**Academic Vocabulary**
- main ideas - supporting details - evidence - warrant - claim - rhetoric	- collaboration - explicit - collegial discussion/extending discussion - elaborate - elicit - pose questions - analyze - argument - evaluate - media/medium - integrate - format - soundness - delineate - acknowledge - clarify
Formative Assessments	**Summative Assessments**

Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Seven ELA / Speaking and Listening

Anchor Standard	
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.* 5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.* 6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*	

Strand	*Speaking and Listening*	
Topic	*Presentation of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
4. *Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.* **Learning Targets:** • I can use appropriate eye contact, volume, and pronunciation when speaking. • I can emphasize important details to present my claims and findings in a coherent manner. 5. *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.* **Learning Targets:** • I can use multimedia to clarify my claims and findings and emphasize important points. 6. *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 language standards 1 and 3 on page 53 for specific expectations.)* **Learning Targets:** • I can change the language I use to meet the task. • I can use formal English.	The focus of this topic, Presentation of Knowledge and Ideas, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions: 1. How much background knowledge about the topic will the audience need? 2. What details will my presentation need in order to inform as well as keep my audience interested? 3. Is my presentation logical and coherent? Speakers also should have knowledge of and use appropriate speaking strategies, which will enable them to effectively present for a variety of purposes, in a variety of situations, and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience.
Content Vocabulary • claim	**Academic Vocabulary** • salient

• finding • formal English • informal English • command of language • pronunciation	• pertinent • sequence • adequate • clarify • multimedia • coherent • emphasize
Formative Assessments	**Summative Assessments**
Resources	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Seven ELA / Language

Anchor Standard
1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Strand	*Language*

Topic	*Conventions of Standard English*	**Pacing**

Standard Statement	Content Elaborations

1. ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***
   a. Explain the function of phrases and clauses in general and their function in specific sentences.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas.
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 	
Learning Targets:
• I can explain the purpose of a phrase or a clause.
• I can explain why a phrase or clause is used in a sentence.
• I can use a variety of sentence structures to indicate relationships among ideas.
• I can use phrases and clauses correctly in a sentence.
 	
2. ***Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***
   a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
   b. Spell correctly.
 	
Learning Targets:
• I can use a comma to separate coordinate adjectives.
• I can spell correctly.
	The focus of this topic, Conventions of Standard English, is the understanding that knowing and using writing conventions and grammatical structures appropriate for seventh grade helps students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation, and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.
	
	In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Vocabulary • phrases • clause	**Academic Vocabulary** • sentence structure • language conventions/language usage

- conventions
- misplaced/dangling modifiers
- simple sentence
- compound sentence
- complex sentence
- compound-complex sentence
- connective adverb
- coordinating adjectives/non-coordinating adjectives
- subordinate clause/dependent clause
- main clause/independent clause
- run-on
- comma splice
- semicolon
- fragment
- standard English
- capitalization
- punctuation

Formative Assessments
- Exit/entrance slips
- Observations of writing
- Conferencing
- Editing checks (Daily Oral Language, MUGS from *Write Source*)
- Self-editing activities
- Revising check
- Editing quizzes

Summative Assessments
- Tests
- Progression in writing
- Focused correction areas
- Portfolio to show growth

Resources
- *Write Source*
- OWL at Purdue
- www.chompchomp.com
- www.readwritethink.com
- *Eats, Shoots and Leaves*
- *Spunk and Bite*
- *On Writing*, by Stephen King
- MAP Des Cartes

Enrichment Strategies
- Paragraph challenges
- Examining sophisticated writers

Integrations	Intervention Strategies
• Examination of sentence structure from historical documents	• Pre-teaching • Re-teaching • Manipulatives • Interactive websites

Grade Seven ELA / Language

Anchor Standard
3. **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Strand	*Language*

Topic	*Knowledge of Language*	**Pacing**

Standard Statement	Content Elaborations
3. *Use knowledge of language and its conventions when writing, speaking, reading, or listening.* a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **Learning Targets:** • I can write clearly and concisely.	In the previous grade band, students were expected to expand, combine, and reduce sentences and to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. The focus of this topic, Knowledge of Language, is that knowledge of language conventions is understood and applied in oral, auditory, written, or viewed expression. When applying writing conventions to written work, students vary sentence patterns, maintain a consistent writing style (the author's distinctive manner of expression), and tone (the author's attitude toward his or her subject). In the next grade band, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Content Vocabulary	Academic Vocabulary
• precise/specificity • wordiness • connotation • denotation • diction	• word choice • redundant • concise • impact • clarify/clarity • situation • reference materials • summarize

Formative Assessments	Summative Assessments
• Entrance/exit slips • Collins writing	• Tests • Essays (various purposes)

- Journals
- Editing and revision activities
- Summarizing activities

Resources - *Write Source* - OWL at Purdue - www.readwritethink.com - *Eats, Shoots and Leaves* - *On Writing*, by Stephen King - MAP Des Cartes	**Enrichment Strategies** - Reflection on the writing process - Higher level resources - More challenging mentor texts - Paragraph challenges
Integrations - Examination of famous speeches for word choice	**Intervention Strategies** - Nonlinguistic representations with writing - Writing from a picture - Graphic organizers - Gist - Reflection of writing process - Word banks - Co-writer - Fill in best word

Grade Seven ELA / Language

Anchor Standard
4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** 5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** 6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Strand	*Language*	
Topic	*Vocabulary Acquisition and Use*	**Pacing**

Standard Statement	Content Elaborations

4. ***Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.***
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 	
Learning Targets:
• I can use context clues to determine the meaning of the word.
• I can use affixes and roots to determine the meaning of a word.
• I can use a variety of reference materials.
• I can use a dictionary to check spelling and meaning of a word.
 	
5. ***Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.***
	The focus of this topic, Vocabulary Acquisition and Use, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues, and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.
	
	In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.

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

Learning Targets:
- I can understand figures of speech in context.
- I can understand and use word relationships to determine meanings.
- I can analyze how particular words and phrases can have similar denotations but different connotations.

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

Learning Targets:
- I can learn new words and use them correctly.

Content Vocabulary	Academic Vocabulary
- context clues - affix - root - synonyms - antonyms - restatements - figures of speech - connotation - denotation - nuance - Germanic language - Romance language	- analyze - infer - consulting - reference - domain vocabulary - etymology - etymological root - interpretation - glossary - thesaurus - dictionary - reference materials - verify - acquisition
Formative Assessments - Exit/entrance slips - Journals	**Summative Assessments** - Tests - Use so many words in essays and paragraphs

• Collins writing • Daily practices • CFAs • Games (i.e., Apples to Apples) • Analogies • Derivatives of the word activities • Identifying word relationships	• Use of strategies to decipher a word
Resources • *Write Source* • Etymonline.com • Marzano Six Steps • *Building Background Knowledge,* by Marzano	**Enrichment Strategies** • Vocabulary bee • Use of higher level texts to decipher words
Integrations	**Intervention Strategies** • Manipulatives • Word bank • Nonlinguistic representations