

# Core Essentials Grade 7

At the end of the **First Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

## Standards for Literature (RL)

- ✓ Identify stages of plot and analyze plot development **(Unit 1)**
  - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(Units 1, 2)**
- ✓ Analyze how setting shapes plot **(Unit 1)**
  - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify sequence in plot **(Unit 1)**
  - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify suspense and foreshadowing. **(Unit 1)**
  - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify and analyze visual and sound elements in film **(Unit 1)**
  - RL 7.7** Analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- ✓ Analyze film techniques that establish plot and setting **(Unit 1)**
  - RL 7.7** Analyze the effects of techniques unique to each form (e.g., lighting, sound, color, or camera focus and angles in a film).
- ✓ Analyze how an author develops points of view in a text. **(Unit 2)**
  - RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ✓ Determine a theme, including multiple themes. **(Unit 3)**
  - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL 7.2:** Determine a theme and analyze its development over the course of the text.
- ✓ Determine how setting influences theme. **(Unit 3)**
  - RL 7.2:** Determine a theme and analyze its development over the course of the text.
  - RL 7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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## Reading Standards for Informational Text (RI)

- ✓ Analyze an Argument (Unit 1)  
**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ✓ Determine characteristics of a book excerpt and summarize. (Unit 2)  
**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ✓ Identify Author's Purpose (Unit 3)  
**RI 7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RI 7.6:** 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.
- ✓ Compare ideas in two selections about the same topic. (Unit 3)  
**RI 7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## Writing Standards (W)

- ✓ Write a journal entry from the point of view of the main character about the events of the day. (Unit 1)
- ✓ Write a letter from one character to another. (Unit 2)

**W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- ✓ Write an informative paper about the benefits of animal and robot pets based on a fiction and nonfiction text. (Unit 1)
  - ✓ Write a summary and an evaluation of a summary. (Unit 2)
  - ✓ Write a comparison of characters in a fictional work. (Unit 2)  
**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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- 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.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create unity and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ✓ Write a scene from the story from another character's perspective. (Unit 1)

**W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to show sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- ✓ Write an argument about a particular literary element in a story. (Unit 1)
- W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

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**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

- 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”).

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

✓ Create a persuasive podcast. **(Unit 1)**

- **W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

✓ Write a compare and contrast essay and paragraph. **(Unit 2, 3)**

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create unity and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Core Essentials Grade 7

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- ✓ Write a dialogue between characters that picks up where the selection leaves off. **(Unit 3)**

**W7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

- ✓ Write a short story. **(Unit 3)**

**W7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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- ✓ Create a class blog. (Unit 3)
  - W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Speaking and Listening Standards (SL)

- ✓ Participate in a discussion about the stories, vocabulary and background knowledge. (Units 1, 2, 3)
  - SL 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.
    - 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.
    - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    - 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.
    - Acknowledge new information expressed by others and, when warranted, modify their own views.
- ✓ Create a persuasive podcast. (Unit 1)
  - SL 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with appropriate descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
  - SL 5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
  - SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ✓ Participate in a panel discussion. (Unit 2)
  - SL 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.
    - SL 1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    - SL 1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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**SL 4:** Present claims and findings, emphasizing prominent points in a focused, clear manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- ✓ Create a class blog. **(Unit 3)**
  - **SL 7.1.** 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.
    - **SL 7.1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

## Language Standards (L)

- ✓ Use complete sentences. **(Unit 1)**

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use the Latin root *uni-*, *pel-* **(Unit 1, 3)**

**L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- ✓ Use correct punctuation. **(Unit 1)**

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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- ✓ Use antonyms as context clues. **(Unit 1)**
  - L4a:** 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.
  - L5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- ✓ Identify antecedents and maintain agreement. **(Unit 1)**
  - L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of phrases and clauses in general and their function in specific sentences.
    - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use Latin roots *viv-* and *vit-*. **(Unit 1)**
  - L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- ✓ Identify and fix misplaced and dangling modifiers. **(Unit 1)**
  - L1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use similes as context clues. **(Unit 2)**
  - **L4a:** 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.
  - **L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ✓ Use correct verb tense. **(Unit 2)**
  - L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of phrases and clauses in general and their function in specific sentences.
    - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use and understand academic vocabulary. **(Unit 2,3)**
  - **L.7.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ✓ Use context clues to determine meanings of unfamiliar and multiple meaning words. **(Unit 2, 3)**
  - **L4a:** 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.
- ✓ Use appositive phrases correctly. **(Unit 2)**
  - **L1a:** Explain the function of phrases and clauses in general and their function in specific sentences.



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- ✓ Be able to identify correct meaning of multiple meaning words. **(Unit 2)**  
**L4d:** 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).
- ✓ Be able to use and punctuate quotations. **(Unit 2)**  
**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - Spell correctly.
- ✓ Be able to identify and use correct antecedents of pronouns. **(Unit 2)**  
**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Punctuate dialogue correctly. **(Unit 3)**  
**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - Spell correctly.
- ✓ Understand the difference and usage of denotation and connotation. **(Unit 3)**  
**L5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- ✓ Use a variety of sentences when writing. **(Unit 3)**  
**L1b:** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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At the end of the **Second Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

## Standards for Literature (RL)

- ✓ Identify and analyze mood and tone. **(Unit 4)**
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
  - RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue. **(Unit 4)**
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
  - RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Determine the meaning of words, phrases as they are used in a text, including figurative and connotative meaning. **(Unit 4)**
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
  - RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Make inferences about text. **(Unit 4)**
  - RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Identify characteristics of science fiction. **(Unit 4)**
  - RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify and analyze style and structure in poetry. **(Unit 4)**
  - RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
  - RL.7.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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- ✓ Analyze a poem's form and structure, including free verse, lyric poetry, narrative poetry, ballads, and haiku. **(Unit 5)**  
**RL.7.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- ✓ Determine the figurative and connotative meanings of words and phrases in a text. **(Unit 5)**  
**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Analyze the interaction of elements such as rhyme, repetition, and alliteration. **(Unit 5)**  
**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Make inferences and connect ideas between texts. **(Unit 5)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Analyze the structure an author uses to organize text. **(Unit 5)**  
**RL.7.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- ✓ Determine theme or central idea of text. **(Unit 5)**  
**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ✓ Determine symbolism present in poems and analyze its use in the poem. **(Unit 5)**  
**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Identify and analyze mood and figurative language in poetry. **(Unit 5)**  
**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ✓ Understand characteristics of traditional stories. **(Unit 6)**
- ✓ Understand cultural values in traditional stories. **(Unit 6)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  
**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ✓ Understand and identify characteristics of myths. **(Unit 6)**

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- ✓ Learn how to ask questions to monitor comprehension. (Unit 6)
  - RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.10. 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.
- ✓ Understand and identify characteristics of an epic. (Unit 6)
- ✓ Learn to paraphrase lines from an epic. (Unit 6)
  - RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
  - RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ✓ Understand and identify characteristics of legends. (Unit 6)
- ✓ Identify chronological order. (Unit 6)
  - RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Reading Standards for Informational Text (RI)

- ✓ Interpret poetry. (Unit 5)
  - RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Analyze how a text is organized including how the ideas are developed. (Unit 5)
  - RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ✓ Understand the characteristics of science article and connect it to poetry. (Unit 5)
  - RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Writing Standards (W)

- ✓ Write a short letter to the author stating an opinion. (Unit 4)
  - W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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- 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- ✓ Write a Literary Analysis. (Unit 4)
- W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

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**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- ✓ Write an online feature article. **(Unit 5)**

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

**W9a** 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”).

- ✓ Update an Online Feature Article **(Unit 5)**

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- ✓ Conduct research to answer a question. **(Unit 6)**

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Core Essentials Grade 7

- ✓ Write a how-to explanation. (Unit 6)

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening Standards (SL)

- ✓ Participate in discussions throughout the unit. (Unit 4)

**SL.7.1.** 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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

- ✓ Present a critique of a literary text. (Unit 4)

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



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**SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ✓ Participate in a variety of discussions. **(Unit 5)**

**SL.7.1.** 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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

- ✓ Update an online feature article. **(Unit 5)**

**SL.7.1c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- ✓ Give and follow oral instructions. **(Unit 6)**

**SL 7.1a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL 7.1c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

## Language Standards (L)

- ✓ Use Latin root *pend* - **(Unit 4)**

**L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- ✓ Use and understand academic vocabulary. **(Unit 4)**

## Core Essentials Grade 7

- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ✓ Understand prepositions. (Unit 4)
  - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of phrases and clauses in general and their function in specific sentences.
    - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- ✓ Use comparatives correctly. (Unit 4)
  - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of phrases and clauses in general and their function in specific sentences.
    - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- ✓ Capitalize correctly. (Unit 4)
  - L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
    - Spell correctly.
- ✓ Use the active voice. (Unit 5)
  - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of phrases and clauses in general and their function in specific sentences.
    - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

## Core Essentials Grade 7

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

✓ Understanding foreign words in English. **(Unit 5)**

**L4c.** 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.

✓ Be able to use academic vocabulary. **(Units 5 & 6)**

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

✓ Avoid redundancy in writing. **(Unit 5)**

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

✓ Be able to use commas and coordinating adjectives. **(Unit 5)**

**L2a** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

✓ Identify and define foreign words in English. **(Unit 6)**

**L.7.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

✓ Be able to use relationships between words to define vocabulary words. **(Unit 6)**

**L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

✓ Be able to use proper grammar, capitalization, spelling, and punctuation in writing. **(Unit 6)**

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Core Essentials Grade 7

# Core Essentials Grade 7

At the end of the **Third Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

## Standards for Literature (RL)

- ✓ Understand the characteristics of biography and autobiography. **(Unit 7)**  
**RL.7.9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- ✓ Read and understand history-related writings. **(Unit 7)**  
**RL.7.9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- ✓ Be able to compare and contrast a fictional account of time, place, and character, and a historical account of same time period. **(Unit 7)**  
**RL.7.9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- ✓

## Reading Standards for Informational Text (RI)

- ✓ Understand the characteristics of biography and autobiography. **(Unit 7)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RI.7.3.** 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).
- ✓ Be able to analyze the text. **(Units 7 & 8)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Understand the characteristics of a biography. **(Unit 7)**  
**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ✓ Identify chronological order. **(Unit 7)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RI.7.5.** 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.
- ✓ Understand the characteristics on a letter and be able to synthesize the ideas. **(Unit 7)**  
**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Core Essentials Grade 7

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- ✓ Be able to identify and understand author's purpose and theme in texts. **(Unit 7)**
  - RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - RI.7.6.** 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.
  
- ✓ Be able to make inferences. **(Units 7 & 8)**
  - RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Compare and contrast two different types of texts about the same topic. **(Units 7 & 8)**
  - RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.7.9.** 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.
- ✓ Understand and analyze text features and graphic aids. **(Unit 8)**
  - RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - RI.7.5.** 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.
- ✓ Use organizational patterns in text to help identify the meaning of the text. **(Unit 8)**
  - RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - RI.7.5.** 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.
- ✓ Identify the type of evidence presented by the author in informational text. **(Unit 8)**
  - RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ✓ Identify author's bias in nonfiction text. **(Unit 8)**
  - RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ✓ Identify and analyze the cause-and-effect pattern in nonfiction text. **(Unit 8)**

## Core Essentials Grade 7

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.5.** 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.

- ✓ Be able to set a purpose for reading. **(Unit 8)**

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- ✓ Understand and be able to analyze newsworthiness of different media reports on a subject. **(Unit 8)**

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- ✓ Be able to follow and synthesize directions. **(Unit 8)**

**RI.7.5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**RI.7.10.** 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.

- ✓ Understand what an argument is and what makes an argument. **(Unit 8)**
- ✓ Understand and analyze the various persuasive techniques and rhetorical fallacies used in nonfiction. **(Unit 8)**

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

**RI.7.5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- ✓ Identify and analyze the pieces of an argument in a nonfiction text. **(Unit 8)**

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- ✓ Evaluate the reasoning presented in an argument in a nonfiction text. **(Unit 8)**

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- ✓ Identify a counterargument and its support in a nonfiction text. **(Unit 8)**

- ✓ Be able to paraphrase nonfiction text. **(Unit 8)**

**RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- ✓ Identify analogies used to develop an argument in a policy speech. **(Unit 8)**

## Core Essentials Grade 7

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

- ✓ Identify the argument and support in a policy speech. **(Unit 8)**

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

## Writing Standards (W)

- ✓ Analyze and draw conclusions in writing. **(Unit 7)**

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

- ✓ Write a personal narrative. **(Unit 7)**

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.



## Core Essentials Grade 7

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- ✓ Compare and contrast two pieces of nonfiction text on the same topic. **(Unit 8)**

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ✓ Write arguments. **(Unit 8)**

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

- ✓ Write a persuasive essay. **(Unit 8)**

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

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Core Essentials Grade 7

- ✓ Plan research paper using a variety of internet and print resources. (Unit 9)
  - W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  - W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  
- ✓ Conduct short research projects to practice using methods and resources. (Unit 9)
  - W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- ✓ Gather information from sources for research paper. (Unit 9)
  - W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  
- ✓ Write research paper. (Unit 9)
  - W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - 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.
    - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Establish and maintain a formal style.
    - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  
  - W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  
  - W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  
  - W.7.9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
  
- ✓ Create a Wiki using research paper. (Unit 9)

## Core Essentials Grade 7

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Speaking and Listening Standards (SL)

✓ Participate in a discussion. (Unit 7)

**SL.7.1.** 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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

✓ Conduct an interview. (Unit 7)

**SL.7.1.** 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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

✓ Analyze main ideas and supporting details presented in a news cast. (Unit 8)

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

✓ Include visual displays in presentation. (Unit 8)

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

✓ Adapt written persuasive essay into a speech and present. (Unit 8)

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**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ✓ Learn to ask questions that require elaboration. **(Unit 9)**

**SL 7.1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- ✓ Create a Wiki using research paper. **(Unit 9)**

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

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

## Language Standards (L)

- ✓ Understand words with Anglo-Saxon roots and affixes. **(Unit 7)**

**L4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- ✓ Be able to use academic vocabulary. **(Units 7 & 8)**

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

- ✓ Understand meaning of prefixes and the Latin root *vert*. **(Unit 8)**

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

- ✓ Understand idioms. **(Unit 8)**

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ✓ Use commas after introductory words. **(Unit 8)**

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ✓ Understand the Greek root *aut*. **(Unit 8)**

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

- ✓ Use colons correctly. **(Unit 8)**

## Core Essentials Grade 7

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ✓ Understand analogies. **(Unit 8)**

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ✓ Use a variety of sentence types. **(Unit 9)**

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

- ✓ Use proper grammar, spelling, capitalization, and punctuation in research paper. **(Unit 9)**

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.