

Dynamic Pacing Guide

Seventh Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
First Nine Weeks		
<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, com- ex-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</p> <p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ✓ L.7.4.b.1 Recognize grade-appropriate Greek or Latin affixes and roots. ✓ L.7.4.b.2 Use grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. ✓ L.7.4.c.1 Determine which reference materials are appropriate for finding specific information. ✓ L.7.4.c.2 Use reference materials to find the pronunciation of a word. ✓ L.7.4.c.3 Use reference materials to determine the precise meaning of a word. ✓ L.7.4.c.4 Use reference materials to determine the part of speech of a word. ✓ L.7.4.d.1 Make a preliminary guess about the meaning of a word or a phrase. ✓ L.7.4.d.2 Verify the actual meaning of a word or a phrase by checking the context or a dictionary. + L.7.4.a.1 Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence).
	<p>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.</p>	<ul style="list-style-type: none"> + L.7.6.1 Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases. + L.7.6.2 Use vocabulary knowledge in a variety of situations.
<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</p> <p>1. Text Features – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc (DOK2)</p> <p>2. Parts of a book – title page, table of contents, glossary, index, appendix, footnotes, etc (DOK 2)</p>		

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2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, poetry, biographies, autobiographies, and plays	RL.7.5. Analyze how a drama's or poems' form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	+ RL.7.5.1 Identify a drama's (soliloquy) or poem's (sonnet) form or structure. + RL.7.5.2 Analyze how the structure contributes to the overall meaning of a drama or poem.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	✓ RL.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.7.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RL.7.10.3 Read closer to the high end of the Lexile score 925-1185 with scaffolding as needed.
	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.7.7.1 Identify specific, medium-techniques present in each version of a text. + RI.7.7.2 Compare and contrast a text to an audio, video, or multimedia version of the text. ➤ RI.7.7.3 Analyze how the content changes when presented in the different formats. (Refer to standard for example)
	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.	✓ RI.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.7.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.7.10.3 Read closer to the high end of the Lexile score 955-1155 with scaffolding.
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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").	+ W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. + W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.

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2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)	RL.7.3. Analyze how particular elements or drama interact (e.g., how setting shapes the characters or plot).	✓ RL.7.3.1 Identify and describe story elements. + RL.7.3.2 Give examples and explain how two or more story elements influence one another. (Refer to standard for example)
.	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓ RL.7.6.1 Distinguish the points of view of different characters or narrators in a text. + RL.7.6.2 Trace the development of the points of view of different characters or narrators in a text. ➤ RL.7.6.3 Analyze the contrasting points of view of different characters or narrators in a text for a deeper understanding of the text.
	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.	+ RL.7.9.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. + RL.7.9.2 Distinguish how authors of fiction use or alter history.
	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.7.6.1 Identify the point of view of the author. ✓ RI.7.6.2 Determine the author's purpose. ➤ RI.7.6.3 Analyze how the author distinguishes his position from that of other authors on the same topic.

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<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>2) Drafting • Draft with increasing fluency.</p> <p>3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.</p> <p>4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p> <p>5) Publishing • Share writing with others formally and informally using a variety of media.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>✓ L.7.3.a.1 Recognize wordiness and redundancy.</p> <p>✓ L.7.3.a.2 Eliminate wordiness and redundancy.</p> <p>+ L.7.3.a.3 Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening.</p> <p>+ L.7.3.a.4 Use precise language to express ideas concisely.</p>
	<p>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.)</p>	<p>+ W.7.4.1 Identify the task, audience, and purpose.</p> <p>+ W.7.4.2 Create clear and coherent writing.</p> <p>+ W.7.4.3 Use appropriate organization.</p> <p>+ W.7.4.4 Use appropriate style.</p>
	<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52).</p>	<p>+ W.7.5.1 Critique my writing by using guidance and support from peers and adults.</p> <p>+ W.7.5.2 Strengthen my writing by planning, revising, editing, or rewriting.</p> <p>+ W.7.5.3 Demonstrate command of language conventions in my writing and editing.</p> <p>➤ W.7.5.4 Try a new approach when needed.</p> <p>➤ W.7.5.5 Evaluate how well purpose and audience have been addressed.</p>

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	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.7.6.1 Interact and collaborate with others for an intended purpose. + W.7.6.2 Link to and cite sources. ➤ W.7.6.3 Use technology, including the Internet, to produce writing. ➤ W.7.6.4 Use technology, including the Internet, to publish my writing.
	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.7.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. ✓ W.7.10.2 Write for shorter time frames (a single sitting or a day or two). + W.7.10.3 Write over extended time frames (time for research, reflection, and revision).
3b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)	W.7.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(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.	✓ W.7.1.c.1. Compose a variety of phrases and clauses. ✓ W.7.1.c.2 Choose the words, phrases, and clauses that will create cohesion. ➤ W.7.1.a.1 Make a claim. ➤ W.7.1.a.2 Acknowledge alternate or opposing claims. ➤ W.7.1.a.3 Provide reasons and evidence to support my claim. ➤ W.7.1.a.4 Organize my reasons and evidence logically. ➤ W.7.1.b.1 Identify accurate credible sources. ➤ W.7.1.b.2 Demonstrate an understanding of the topic or text. ➤ W.7.1.b.3 Support claim(s) with logical reasoning and relevant evidence. ➤ W.7.1.c.3 Choose the words, phrases, and clauses that will show the relationships among claim(s), reasons, and evidence. ➤ W.7.1.d.1 Use a formal (authoritative) style. ➤ W.7.1.d.2 Maintain a formal (authoritative) style. ➤ W.7.1.e.1 Write a concluding statement or section that follows from and supports the argument presented.

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	<p>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.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ✓ W.7.2.a.1 Write a topic sentence that previews what is to follow. + W.7.2.a.2 Use strategies to organize ideas, concepts, and information (definition, classification, comparison/contrast, and cause/effect). + W.7.2.a.3 Use comprehension aids when appropriate [formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia]. + W.7.2.b.1 Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples. + W.7.2.c.1 Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions). + W.7.2.c.2 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. + W.7.2.d.1 Select precise language and domain-specific vocabulary to inform about or explain the topic. + W.7.2.e.1 Use a formal (authoritative) style. + W.7.2.e.2 Maintain a formal (authoritative) style. + W.7.2.e.3 Write concluding statement or section. ➤ W.7.2.b.2 Accurately cite quotations and examples from supplementary texts.
	<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.7.3.a.1 Choose a setting, point of view, narrator and/or characters. ✓ W.7.3.a.2 Construct a natural and logical sequence of events (plot). ✓ W.7.3.a.3 Engage the reader using vivid and descriptive details. + W.7.3.b.1 Identify effective dialogue in fiction and nonfiction selections. + W.7.3.b.2 Examine the overall effect of pacing in fiction and nonfiction selections. + W.7.3.c.1 Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions) to signal shifts in time and setting. + W.7.3.c.2 Use appropriate transitions to signal shifts in time and setting. + W.7.3.d.1 Select precise words and phrases, including descriptive details and sensory language, to capture the action. + W.7.3.d.2 Select precise words and phrases, including descriptive details and sensory language, to convey experiences. + W.7.3.e.1 Write a conclusion that resolves the narrative and reflects on the experiences or events. ➤ W.7.3.b.3. Apply narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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<p>3c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3)</p> <p>1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives</p>	<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.7.3.a.1 Choose a setting, point of view, narrator and/or characters. ✓ W.7.3.a.2 Construct a natural and logical sequence of events (plot). ✓ W.7.3.a.3 Engage the reader using vivid and descriptive details. + W.7.3.b.1 Identify effective dialogue in fiction and nonfiction selections. + W.7.3.b.2 Examine the overall effect of pacing in fiction and nonfiction selections. + W.7.3.c.1 Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions) to signal shifts in time and setting. + W.7.3.c.2 Use appropriate transitions to signal shifts in time and setting. + W.7.3.d.1 Select precise words and phrases, including descriptive details and sensory language, to capture the action. + W.7.3.d.2 Select precise words and phrases, including descriptive details and sensory language, to convey experiences. + W.7.3.e.1 Write a conclusion that resolves the narrative and reflects on the experiences or events. ➤ W.7.3.b.3 Apply narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	<p>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.</p>	<ul style="list-style-type: none"> + SL.7.4.1 Use appropriate eye contact. + SL.7.4.2 Use adequate volume. + SL.7.4.3 Use clear pronunciation. ➤ SL.7.4.4 Deliver an oral presentation, stating a claim. ➤ SL.7.4.5 Provide meaningful descriptions, facts, details, and examples. ➤ SL.7.4.6 Maintain focus by emphasizing the most important points.
<p>4a. The student will use Standard English grammar to compose or edit. (DOK 1)</p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>5) Articles: and coordinating/subordinating conjunctions; correlative conjunctions (DOK 1)</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<ul style="list-style-type: none"> + L.7.1.a.1 Identify phrases and clauses. + L.7.1.a.2 Explain the function of phrases and clauses within a sentence. + L.7.1.b.1 Identify simple, compound, complex, and compound-complex sentences. ➤ L.7.1.b.2 Choose appropriate sentence type to show relationships among ideas. ➤ L.7.1.c.1 Correctly place phrases and clauses within a sentence. ➤ L.7.1.c.2 Recognize misplaced and dangling modifiers. ➤ L.7.1.c.3 Correct misplaced and dangling modifiers.

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6) Adjectives (descriptive, comparative, superlative, nominative objective, reflexive, possessive) (DOK 1) 8) Pronouns (e.g. subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative) (DOK 1)		
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 4) Apostrophes (possessives; contractions) 10) Spell words commonly found in seventh grade level text	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	✓ L.7.2.b.1 Spell correctly. + L.7.2.1 Apply correct capitalization. + L.7.2.2 Apply correct punctuation. + L.7.2.a.1 Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).

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Second Nine Weeks		
1c. The student will use grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	<ul style="list-style-type: none"> ✓ L.7.5.b.1 Identify the relationship between particular words to better understand each word (e.g., synonym/antonym, analogy). + L.7.5.a.1 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ➤ L.7.5.c.1 Understand the difference between denotations (definitions) and connotations (associations). ➤ L.7.5.c.2 Identify the different connotations of words with like definitions.
1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)	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., alliterations) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> ✓ RL.7.4.1 Locate and explain the meaning of words and phrases in a story, drama, or poem. ✓ RL.7.4.2 Examine figurative meanings of words and phrases in a story, drama, or poem. + RL.7.4.3 Identify rhymes and repetitions of sounds (e.g., alliteration). + RL.7.4.4 Judge the impact of the rhyme or repetition on a specific verse or stanza of a poem or section of a story or drama. ➤ RL.7.4.5 Examine connotative meanings of words and phrases in a story, drama, or poem.
	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.	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. ➤ RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.
	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.	<ul style="list-style-type: none"> ➤ L.7.6.1 Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases. ➤ L.7.6.2 Use vocabulary knowledge in a variety of situations.
2c. The student will recognize or generate an appropriate summary or paraphrase of events or ideas in literary text, literary nonfiction, and informational text citing text based evidence. (DOK 2)	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	<ul style="list-style-type: none"> ✓ RL.7.2.1 Determine a theme of the text. ✓ RL.7.2.2 Identify the details that support the theme. + RL.7.2.3 Track the development of the theme throughout the course of the text. ➤ RL.7.2.4 Generate an objective summary of the text free from personal opinions and judgments.

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2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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).	<ul style="list-style-type: none"> + RI.7.7.1 Identify specific, medium-techniques present in each version of a text. + RI.7.7.2 Compare and contrast a text to an audio, video, or multimedia version of the text. ➤ RI.7.7.3 Analyze how the content changes when presented in the different formats. (Refer to standard for example)
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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").	<ul style="list-style-type: none"> + W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. + W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal))	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., alliterations) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> ✓ RL.7.4.1 Locate and explain the meaning of words and phrases in a story, drama, or poem. ✓ RL.7.4.2 Examine figurative meanings of words and phrases in a story, drama, or poem. + RL.7.4.3 Identify rhymes and repetitions of sounds (e.g., alliteration). + RL.7.4.4 Judge the impact of the rhyme or repetition on a specific verse or stanza of a poem or section of a story or drama. ➤ RL.7.4.5 Examine connotative meanings of words and phrases in a story, drama, or poem.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author's purpose (e.g., inform, entertain, persuade)	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.	<ul style="list-style-type: none"> ✓ RI.7.6.1 Identify the point of view of the author. ✓ RI.7.6.2 Determine the author's purpose. ➤ RI.7.6.3 Analyze how the author distinguishes his position from that of other authors on the same topic.

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<p>2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts, to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</p> <p>1) Evaluate the use of and distinguish between fact and opinion.</p> <p>2) Evaluate the author's use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, etc).</p>	<p>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.</p>	<ul style="list-style-type: none"> ✓ RI.7.8.1 Identify evidence and support in a text. ✓ RI.7.8.2 Identify the argument in a text. + RI.7.8.3 Trace and evaluate the argument and specific claims in a text. ➤ RI.7.8.4 Assess whether the reasoning is sound. ➤ RI.7.8.5 Assess whether the evidence is relevant. ➤ RI.7.8.6 Assess whether the evidence is sufficient to support the claim.
	<p>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.</p>	<ul style="list-style-type: none"> ➤ SL.7.3.1 Outline a speaker's argument and specific claims. ➤ SL.7.3.2 Determine if the reasoning is logical, relevant, and sufficient to prove the point.
<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning</p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) Revising</p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric. <p>4) Editing</p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) Publishing</p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas, precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<ul style="list-style-type: none"> ✓ L.7.3.a.1 Recognize wordiness and redundancy. ✓ L.7.3.a.2 Eliminate wordiness and redundancy. + L.7.3.a.3 Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening. + L.7.3.a.4 Use precise language to express ideas concisely.

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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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	+ W.7.4.1 Identify the task, audience, and purpose. + W.7.4.2 Create clear and coherent writing. + W.7.4.3 Use appropriate organization. + W.7.4.4 Use appropriate style.
	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52).	+ W.7.5.1 Critique my writing by using guidance and support from peers and adults. + W.7.5.2 Strengthen my writing by planning, revising, editing, or rewriting. + W.7.5.3 Demonstrate command of language conventions in my writing and editing. ➤ W.7.5.4 Try a new approach when needed. ➤ W.7.5.5 Evaluate 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.	+ W.7.6.1 Interact and collaborate with others for an intended purpose. + W.7.6.2 Link to and cite sources. ➤ W.7.6.3 Use technology, including the Internet, to produce writing. ➤ W.7.6.4 Use technology, including the Internet, to publish my writing.
	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.7.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. ✓ W.7.10.2 Write for shorter time frames (a single sitting or a day or two). + W.7.10.3 Write over extended time frames (time for research, reflection, and revision).
3e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3) 1) Letters 2) Speeches 3) Advertisements	W.7.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(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.	✓ W.7.1.c.1 Compose a variety of phrases and clauses. ✓ W.7.1.c.2 Choose the words, phrases, and clauses that will create cohesion. ➤ W.7.1.a.1 Make a claim. ➤ W.7.1.a.2 Acknowledge alternate or opposing claims. ➤ W.7.1.a.3 Provide reasons and evidence to support my claim. ➤ W.7.1.a.4 Organize my reasons and evidence logically. ➤ W.7.1.b.1 Identify accurate credible sources. ➤ W.7.1.b.2 Demonstrate an understanding of the topic or text. ➤ W.7.1.b.3 Support claim(s) with logical reasoning and relevant evidence. ➤ W.7.1.c.3 Choose the words, phrases, and clauses that will show the relationships among claim(s), reasons, and evidence. ➤ W.7.1.d.1 Use a formal (authoritative) style. ➤ W.7.1.d.2 Maintain a formal (authoritative) style. ➤ W.7.1.e.1 Write a concluding statement or section that follows from and supports the argument presented.

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<p>4a. The student will use Standard English grammar to compose or edit. (DOK 1)</p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs, helping verbs, irregular, transitive, and intransitive verbs (DOK 1)</p> <p>3) Verb tense (present, past, future, perfect; emphatic present and past) (use as <i>do, does, did</i>; use as helping verb) (DOK 1)</p> <p>4) Subject-verb agreement (in sentences containing collective nouns, compound subjects, and prepositional phrases separating subject and verb)</p> <p>7) Prepositions</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount) (DOK 1)</p> <p>10) Adverbs (comparative forms) (DOK 1)</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<ul style="list-style-type: none"> + L.7.1.a.1 Identify phrases and clauses. + L.7.1.a.2 Explain the function of phrases and clauses within a sentence. + L.7.1.b.1 Identify simple, compound, complex, and compound-complex sentences. ➤ L.7.1.b.2 Choose appropriate sentence type to show relationships among ideas. ➤ L.7.1.c.1 Correctly place phrases and clauses within a sentence. ➤ L.7.1.c.2 Recognize misplaced and dangling modifiers. ➤ L.7.1.c.3 Correct misplaced and dangling modifiers.
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation mark)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I", first word in salutations and closings of friendly letters and business letters, proper adjectives)</p>	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<ul style="list-style-type: none"> ✓ L.7.2.1 Apply correct capitalization. ✓ L.7.2.2 Apply correct punctuation. + L.7.2.b.1 Spell correctly. + L.7.2.a.1 Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).

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Third Nine Weeks		
<p>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</p> <p>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p>	<p>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 specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. ➤ RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.
	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based <i>on grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ✓ L.7.4.a.1 Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence). ✓ L.7.4.b.1 Recognize grade-appropriate Greek or Latin affixes and roots. ✓ L.7.4.b.2 Use grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. + L.7.4.c.1 Determine which reference materials are appropriate for finding specific information. + L.7.4.c.2 Use reference materials to find the pronunciation of a word. + L.7.4.c.3 Use reference materials to determine the precise meaning of a word. + L.7.4.c.4 Use reference materials to determine the part of speech of a word. + L.7.4.d.1 Make a preliminary guess about the meaning of a word or a phrase. + L.7.4.d.2 Verify the actual meaning of a word or a phrase by checking the context or a dictionary.
	<p>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., alliterations) on a specific verse or stanza of a poem or section of a story or drama.</p>	<ul style="list-style-type: none"> ✓ RL.7.4.1 Locate and explain the meaning of words and phrases in a story, drama, or poem. ✓ RL.7.4.2 Examine figurative meanings of words and phrases in a story, drama, or poem. + RL.7.4.3 Identify rhymes and repetitions of sounds (e.g., alliteration). + RL.7.4.4 Judge the impact of the rhyme or repetition on a specific verse or stanza of a poem or section of a story or drama. + RL.7.4.5 Examine connotative meanings of words and phrases in a story, drama, or poem.

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1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)	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 specific word choice on meaning and tone	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. ➤ RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.
	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations).	<ul style="list-style-type: none"> ✓ SL.7.6.1 Distinguish the difference between formal and informal English. ✓ SL.7.6.2 Demonstrate the accurate and appropriate use of formal English. ➤ SL.7.6.3 Modify and adjust my speech to a variety of contexts and tasks.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of the ideas.	<ul style="list-style-type: none"> ✓ RI.7.5.1 Determine the structure an author uses to organize a text. ✓ RI.7.5.2 Analyze how major sections contribute to the development of ideas. + RI.7.5.3 Analyze how major sections contribute to the whole.
2b. The student will analyze text to infer, justify , draw conclusions, synthesize, or evaluate information. (DOK 3)	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , 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.	<ul style="list-style-type: none"> ✓ SL.7.1.1 Participate in collaborative discussions (one-on-one, in groups, and teacher-led). ✓ SL.7.1.2 Work effectively with diverse partners. + SL.7.1.3 Build on others' ideas. + SL.7.1.4 Express my own ideas clearly. + SL.7.1.a.1 Prepare for discussions by reading and researching material ahead of time. + SL.7.1.a.2 Refer to previously read material during discussion. + SL.7.1.b.1 Follow accepted rules for discussion. + SL.7.1.b.2 Track my group's progress toward specific goals and deadlines. + SL.7.1.b.3 Assign individual roles within the group. + SL.7.1.c.1 Ask open-ended questions. + SL.7.1.c.2 Respond to what others say. + SL.7.1.c.3 Redirect my group as needed. + SL.7.1.d.1 Listen to new information expressed by others. + SL.7.1.d.2 When warranted, I can modify my original views.

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2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author's use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.	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.7.1.1 Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding. + RL.7.1.2 Analyze the explicit meaning of a text. + RL.7.1.3 Examine text and draw inferences from a given 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.7.2.1 Determine two or more central ideas of the text. ✓ RI.7.2.2 Identify the details that support the central ideas. + RI.7.2.3 Track the development of the central ideas throughout the course of the text. + RI.7.2.4 Generate an objective summary of the text free from personal opinions and judgments.
	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	✓ RL.7.2.1 Determine a theme of the text. ✓ RL.7.2.2 Identify the details that support the theme. + RL.7.2.3 Track the development of the theme throughout the course of the text. ➤ RL.7.2.4 Generate an objective summary of the text free from personal opinions and judgments.
	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.7.1.1 Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding. + RI.7.1.2 Analyze the explicit meaning of a text. + RI.7.1.3 Examine text and draw inferences from a given text.

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	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	+ RI.7.3.1 Identify a specific relationship between individuals, events, and ideas in a text. ➤ RI.7.3.2 Analyze how individuals influence ideas or events in a text. ➤ RI.7.3.3 Analyze how ideas influence individuals or events in a text. ➤ RI.7.3.4 Analyze how events influence individuals or ideas in a text.
	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.7.8.1 Identify evidence and support in a text. + RI.7.8.2 Identify the argument in a text. + RI.7.8.3 Identify the argument's evidence and support in a text by tracing the specific claims ➤ RI.7.8.4 Assess whether the reasoning is sound. ➤ RI.7.8.5 Assess whether the evidence is relevant. ➤ RI.7.8.6 Assess whether the evidence is sufficient to support the claim.
	RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	✓ RI.7.9.1 Identify evidence and facts used in the texts. + RI.7.9.2 Compare and contrast two texts about the same topic. ➤ RI.7.9.3 Contrast the authors' emphasis of different evidence and interpretation of the facts. ➤ RI.7.9.4 Analyze how the authors' choices shape their presentations of key information.
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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").	+ W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. ➤ W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.
2b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3) 7) Predict a logical outcome based on information stated in a text and confirm or revise based on subsequent text. (DOK 3)		

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	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.	<ul style="list-style-type: none"> ✓ RI.7.2.1 Determine two or more central ideas of the text. ✓ RI.7.2.2 Identify the details that support the central ideas. + RI.7.2.3 Track the development of the central ideas throughout the course of the text. + RI.7.2.4 Generate an objective summary of the text free from personal opinions and judgments.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	<ul style="list-style-type: none"> ✓ RL.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.7.10.2 Read and comprehend literature with increasing text complexity and proficiency. ➤ RL.7.10.3 Read closer to the high end of the Lexile score 925-1185 with scaffolding as needed.
	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).	<ul style="list-style-type: none"> + RI.7.7.1 Identify specific, medium-techniques present in each version of a text. + RI.7.7.2 Compare and contrast a text to an audio, video, or multimedia version of the text. ➤ RI.7.7.3 Analyze how the content changes when presented in the different formats. + (Refer to standard for example)
	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.	<ul style="list-style-type: none"> ✓ RI.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.7.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.7.10.3 Read closer to the high end of the Lexile score 955-1155 with scaffolding.
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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").	<ul style="list-style-type: none"> + W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. + W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.

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<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>2) Drafting • Draft with increasing fluency.</p> <p>3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.</p> <p>4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p> <p>5) Publishing • Share writing with others formally and informally using a variety of media.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas, precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>✓ L.7.3.a.1 Recognize wordiness and redundancy.</p> <p>✓ L.7.3.a.2 Eliminate wordiness and redundancy.</p> <p>+ L.7.3.a.3 Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening.</p> <p>+ L.7.3.a.4 Use precise language to express ideas concisely.</p>
	<p>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.)</p>	<p>+ W.7.4.1 Identify the task, audience, and purpose.</p> <p>+ W.7.4.2 Create clear and coherent writing.</p> <p>+ W.7.4.3 Use appropriate organization.</p> <p>+ W.7.4.4 Use appropriate style.</p>
	<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52).</p>	<p>+ W.7.5.1 Critique my writing by using guidance and support from peers and adults.</p> <p>+ W.7.5.2 Strengthen my writing by planning, revising, editing, or rewriting.</p> <p>+ W.7.5.3 Demonstrate command of language conventions in my writing and editing.</p> <p>➤ W.7.5.4 Try a new approach when needed.</p> <p>➤ W.7.5.5 Evaluate how well purpose and audience have been addressed.</p>

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	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.7.6.1 Interact and collaborate with others for an intended purpose. + W.7.6.2 Link to and cite sources. ➤ W.7.6.3 Use technology, including the Internet, to produce writing. ➤ W.7.6.4 Use technology, including the Internet, to publish my writing.
	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.7.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. ✓ W.7.10.2 Write for shorter time frames (a single sitting or a day or two). ➤ W.7.10.3 Write over extended time frames (time for research, reflection, and revision).
3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details , including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays	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. 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.	✓ W.7.2.a.1 Write a topic sentence that previews what is to follow. + W.7.2.a.2 Use strategies to organize ideas, concepts, and information (definition, classification, comparison/contrast, and cause/effect). + W.7.2.a.3 Use comprehension aids when appropriate [formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia]. + W.7.2.b.1 Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples. + W.7.2.c.1 Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions). + W.7.2.c.2 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. + W.7.2.d.1 Select precise language and domain-specific vocabulary to inform about or explain the topic. + W.7.2.e.1 Use a formal (authoritative) style. + W.7.2.e.2 Maintain a formal (authoritative) style. + W.7.2.e.3 Write concluding statement or section. + W.7.2.b.2 Accurately cite quotations and examples from supplementary texts.
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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").	+ W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. + W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.

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3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details , including but not limited to the following: texts containing chronological order; procedural: cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 4) Presentations	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.7.4.1 Use appropriate eye contact. + SL.7.4.2 Use adequate volume. + SL.7.4.3 Use clear pronunciation. ➤ SL.7.4.4 Deliver an oral presentation, stating a claim. ➤ SL.7.4.5 Provide meaningful descriptions, facts, details, and examples. ➤ SL.7.4.6 Maintain focus by emphasizing the most important points.
4a. The student will use Standard English grammar to compose or edit. (DOK 1) 11) Interjections (DOK 1)	L.7.1. 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 differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	+ L.7.1.a.1 Identify phrases and clauses. + L.7.1.a.2 Explain the function of phrases and clauses within a sentence. + L.7.1.b.1 Identify simple, compound, complex, and compound-complex sentences. ➤ L.7.1.b.2 Choose appropriate sentence type to show relationships among ideas. ➤ L.7.1.c.1 Correctly place phrases and clauses within a sentence. ➤ L.7.1.c.2 Recognize misplaced and dangling modifiers. ➤ L.7.1.c.3 Correct misplaced and dangling modifiers.
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters including parenthetical expressions ; nonessential appositive phrases; introductory clauses; and nonessential clause 5) Semicolons (compound sentences; with conjunctive adverbs) 6) Quotation marks (e.g., quotations, titles of poems, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, plays, and television shows) 8) Colons (e.g., time, before lists introduced by independent clauses, business letters)	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt.</i>) b. Spell correctly	+ L.7.2.1 Apply correct capitalization. + L.7.2.2 Apply correct punctuation. + L.7.2.b.1 Spell correctly. ➤ L.7.2.a.1 Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, green shirt).</i>

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<p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences; including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives and adverbs), appositive phrase, adjective clauses, adverb clauses and noun clauses.</p> <p>5) Compose sentence using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses).</p>	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<ul style="list-style-type: none"> ✓ L.7.3.a.1 Recognize wordiness and redundancy. ✓ L.7.3.a.2 Eliminate wordiness and redundancy. + L.7.3.a.3 Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening. + L.7.3.a.4 Use precise language to express ideas concisely.

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Fourth Nine Weeks		
1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	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., alliterations) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> ✓ RL.7.4.1 Locate and explain the meaning of words and phrases in a text. + RL.7.4.2 Examine figurative meanings of words and phrases in a text or poem. + RL.7.4.3 Identify rhymes and repetitions of sounds. + RL.7.4.4 Judge the impact of the rhyme or repetition on a specific verse or stanza of a poem or section of a story or drama. + RL.7.4.5 Examine connotative meanings of words and phrase in a text or poem.
	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 specific word choice on meaning and tone.	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. + RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , 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., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). 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).	<ul style="list-style-type: none"> ✓ L.7.4.a.1 Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence). + L.7.4.b.1 Recognize grade-appropriate Greek or Latin affixes and roots. + L.7.4.b.2 Use grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. + L.7.4.c.1 Determine which reference materials are appropriate for finding specific information. + L.7.4.c.2 Use reference materials to find the pronunciation of a word. + L.7.4.c.3 Use reference materials to determine the precise meaning of a word. + L.7.4.c.4 Use reference materials to determine the part of speech of a word. + L.7.4.d.1 Make a preliminary guess about the meaning of a word or a phrase. + L.7.4.d.2 Verify the actual meaning of a word or a phrase by checking the context or a dictionary.
	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.	<ul style="list-style-type: none"> + L.7.6.1 Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases. ➤ L.7.6.2 Use vocabulary knowledge in a variety of situations.

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<p>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ✓ L.7.4.c.1 Determine which reference materials are appropriate for finding specific information. ✓ L.7.4.c.2 Use reference materials to find the pronunciation of a word. ✓ L.7.4.c.3 Use reference materials to determine the precise meaning of a word. ✓ L.7.4.c.4 Use reference materials to determine the part of speech of a word. ✓ L.7.4.d.1 Make a preliminary guess about the meaning of a word or a phrase. ✓ L.7.4.d.2 Verify the actual meaning of a word or a phrase by checking the context or a dictionary. + L.7.4.a.1 Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence). + L.7.4.b.1 Recognize grade-appropriate Greek or Latin affixes and roots. + L.7.4.b.2 Use grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
	<p>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.</p>	<ul style="list-style-type: none"> + L.7.6.1 Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases. + L.7.6.2 Use vocabulary knowledge in a variety of situations.
<p>1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</p>	<p>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 specific word choice on meaning and tone</p>	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. ➤ RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.
	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations).</p>	<ul style="list-style-type: none"> ✓ SL.7.6.1 Distinguish the difference between formal and informal English. ✓ SL.7.6.2 Demonstrate the accurate and appropriate use of formal English. + SL.7.6.3 Modify and adjust my speech to a variety of contexts and tasks.

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2b. The student will analyze text to infer, justify , draw conclusions, synthesize, or evaluate information. (DOK 3)	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , 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.	<ul style="list-style-type: none"> ✓ SL.7.1.1 Participate in collaborative discussions (one-on-one, in groups, and teacher-led). ✓ SL.7.1.2 Work effectively with diverse partners. + SL.7.1.3 Build on others' ideas. + SL.7.1.4 Express my own ideas clearly. + SL.7.1.a.1 Prepare for discussions by reading and researching material ahead of time. + SL.7.1.a.2 Refer to previously read material during discussion. + SL.7.1.b.1 Follow accepted rules for discussion. + SL.7.1.b.2 Track my group's progress toward specific goals and deadlines. + SL.7.1.b.3 Assign individual roles within the group. + SL.7.1.c.1 Ask open-ended questions. + SL.7.1.c.2 Respond to what others say. + SL.7.1.c.3 Redirect my group as needed. + SL.7.1.d.1 Listen to new information expressed by others. ➤ SL.7.1.d.2 When warranted, I can modify my original views.
	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.	<ul style="list-style-type: none"> ✓ RI.7.2.1 Determine two or more central ideas of the text. ✓ RI.7.2.2 Identify the details that support the central ideas. + RI.7.2.3 Track the development of the central ideas throughout the course of the text. + RI.7.2.4 Generate an objective summary of the text free from personal opinions and judgments.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	<ul style="list-style-type: none"> ✓ RL.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.7.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RL.7.10.3 Read closer to the high end of the Lexile score 925-1185 with scaffolding as needed.
	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).	<ul style="list-style-type: none"> + RI.7.7.1 Identify specific, medium-techniques present in each version of a text. + RI.7.7.2 Compare and contrast a text to an audio, video, or multimedia version of the text. ➤ RI.7.7.3 Analyze how the content changes when presented in the different formats. (Refer to standard for example)

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	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.	<ul style="list-style-type: none"> ✓ RI.7.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.7.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.7.10.3 Read closer to the high end of the Lexile score 955-1155 with scaffolding.
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast texts 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 <i>grade 7 Reading standards</i> 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”).	<ul style="list-style-type: none"> + W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research. + W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.
2d. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	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., alliterations) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> ✓ RL.7.4.1 Identify rhymes and repetitions of sounds. + RL.7.4.2 Locate and explain the meaning of words and phrases in a text. + RL.7.4.3 Examine figurative and connotative meanings of words and phrases in a text or poem. + RL.7.4.4 Judge the impact of the rhyme or repetition on a specific verse or stanza of a poem or section of a story or drama. + RL.7.4.5 Examine connotative meanings of words and phrase in a text or poem.
	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 specific word choice on meaning and tone.	<ul style="list-style-type: none"> ✓ RI.7.4.1 Locate and explain the meaning of words and phrases in a text. + RI.7.4.2 Examine figurative meanings of words and phrases in a text. ➤ RI.7.4.3 Examine connotative meanings of words and phrases in a text. ➤ RI.7.4.4 Examine technical meanings of words and phrases in a text. ➤ RI.7.4.5 Judge the impact of specific word choice and phrases on meaning. ➤ RI.7.4.6 Judge the impact of specific word choice and phrases on tone.

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<p>3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</p> <p>1) Generate questions.</p> <p>2) Locate sources (e.g., books, interview, Internet, reference materials, online databases) and gather relevant information from relevant sources.</p> <p>3) Take notes on important information from sources.</p> <p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p> <p>5) Present the results using a variety of communication techniques.</p> <p>6) Reflect on and evaluate the process. (DOK 4)</p>	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>✓ SL.7.1.1 Participate in collaborative discussions (one-on-one, in groups, and teacher-led).</p> <p>✓ SL.7.1.2 Work effectively with diverse partners.</p> <p>+ SL.7.1.3 Build on others' ideas.</p> <p>+ SL.7.1.4 Express my own ideas clearly.</p> <p>+ SL.7.1.a.1 Prepare for discussions by reading and researching material ahead of time.</p> <p>+ SL.7.1.a.2 Refer to previously read material during discussion.</p> <p>+ SL.7.1.b.1 Follow accepted rules for discussion.</p> <p>+ SL.7.1.b.2 Track my group's progress toward specific goals and deadlines.</p> <p>+ SL.7.1.b.3 Assign individual roles within the group.</p> <p>+ SL.7.1.c.1 Ask open-ended questions.</p> <p>+ SL.7.1.c.2 Respond to what others say.</p> <p>+ SL.7.1.c.3 Redirect my group as needed.</p> <p>+ SL.7.1.d.1 Listen to new information expressed by others.</p> <p>➤ SL.7.1.d.2 When warranted, I can modify my original views.</p>
	<p>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.</p>	<p>➤ W.7.7.1 Conduct short research projects to answer a question.</p> <p>➤ W.7.7.2 Use information from several sources.</p> <p>➤ W.7.7.3 Generate related, focused questions for further research and investigation.</p>
	<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast texts 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").</p> <p>b. Apply <i>grade 7 Reading standards</i> 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").</p>	<p>+ W.7.9.a.1 Draw evidence from literary texts to support analysis, reflection, and research.</p> <p>+ W.7.9.b.1 Draw evidence from literary nonfiction texts to support analysis, reflection, and research.</p>

Dynamic Pacing Guide

Seventh Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	+ W.7.8.1 Avoid plagiarism by quoting and paraphrasing correctly. ➤ W.7.8.2 Gather relevant information from multiple print and digital sources. ➤ W.7.8.3 Use search terms effectively. ➤ W.7.8.4 Evaluate the credibility and accuracy of each source. ➤ W.7.8.5 Produce a citation in standard format.
	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	➤ SL.7.2.1 Identify the main ideas and supporting details in diverse media and formats (e.g., visually, quantitatively, orally). ➤ SL.7.2.2 Explain how the ideas clarify a topic, text, or issue under study.
	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.7.4.1 Use appropriate eye contact. + SL.7.4.2 Use adequate volume. + SL.7.4.3 Use clear pronunciation. ➤ SL.7.4.4 Deliver an oral presentation, stating a claim. ➤ SL.7.4.5 Provide meaningful descriptions, facts, details, and examples. ➤ SL.7.4.6 Maintain focus by emphasizing the most important points.
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	➤ SL.7.5.1 Utilize multimedia components and visual displays to support, emphasize, and clarify the most important points.

Dynamic Pacing Guide

Seventh Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences; including independent and dependent clauses; and compound-complex sentences).</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives and adverbs), appositive phrase, adjective clauses, adverb clauses and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p>	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<ul style="list-style-type: none"> ✓ L.7.3.a.1 Recognize wordiness and redundancy. ✓ L.7.3.a.2 Eliminate wordiness and redundancy. + L.7.3.a.3 Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening. ➤ L.7.3.a.4 Use precise language to express ideas concisely.
<p>Phase 2 Infusion</p>	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<ul style="list-style-type: none"> ➤ RL.7.7.1 Identify the medium-specific techniques used in audio, film, stage, and multimedia (e.g., lighting, sound, color, or camera focus and angles in a film). ➤ RL.7.7.2 Compare and contrast a written story, drama, or poem to its audio, filmed, stage, or multimedia version. ➤ RL.7.7.3 Analyze the effect of the medium-specific techniques on the story, drama, or poem.