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| **Reading Literature** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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 of the text. |  |  |  |
| **CCSS ELA-Literacy.RL7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |  |  |  |
| **CCSS ELA-Literacy.RL.7.4** Determine the meaning of words and phrases as they are used in the 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. |  |  |  |
| **CCSS ELA-Literacy.RL.7.5** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |  |  |  |
| **CCSS ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in text. |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.RL.7.8** (Not applicable to literature) |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |

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| **Reading Informational Text** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |

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| **Writing** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.W.7.1** **Write arguments** to support claims with clear reasons and relevant evidence. | | | |
| **CCSS ELA-Literacy.W.7.1a**  Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |  |  |  |
| **CCSS ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |  |  |  |
| **CCSS ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |  |  |  |
| **CCSS ELA-Literacy.W.7.1d** Establish and maintain a formal style. |  |  |  |
| **CCSS ELA-Literacy.W.7.1e** Provide a concluding statement or section that follows from and supports the argument presented. |  |  |  |
| **CCSS ELA-Literacy.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: | | | |
| **CCSS ELA-Literacy.W.7.2a** 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. |  |  |  |
| **CCSS ELA-Literacy.W.7.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |  |  |  |
| **CCSS ELA-Literacy.W.7.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |  |  |  |
| **CCSS ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |
| **CCSS ELA-Literacy.W.7.2e** Establish and maintain a formal style. |  |  |  |
| **CCSS ELA-Literacy.W.7.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented . |  |  |  |

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| **Writing (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.W.7.3** **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. | | | |
| **CCSS ELA-Literacy.W.7.3a**  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. |  |  |  |
| **CCSS ELA-Literacy.W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |  |  |  |
| **CCSS ELA-Literacy.W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |  |  |  |
| **CCSS ELA-Literacy.W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |  |  |  |
| **CCSS ELA-Literacy.W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events. |  |  |  |
| **CCSS ELA-Literacy.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.) |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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 |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |

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| **Writing (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.W.7.9** **Draw evidence** from literary or informational texts to support analysis, reflection, and research. | | | |
| **CCSS ELA-Literacy.W.7.9a** Apply *grads 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”). |  |  |  |
| **CCSS ELA-Literacy.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”). |  |  |  |
| **CCSS ELA-Literacy.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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| **Speaking & Listening** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.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: | | | |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.7.1b** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.7.1d** Acknowledge new information expressed by others and , when warranted, modify their own views. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |  |  |  |
| **CCSS ELA-Literacy.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 for specific expectations) |  |  |  |

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| **Language** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: | | | |
| **CCSS ELA-Literacy.L.7.1a**  Explain the function of phrases and clauses in general and their function in specific sentences. |  |  |  |
| **CCSS ELA-Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |  |  |  |
| **CCSS ELA-Literacy.L.7.1c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  |  |  |
| **CCSS ELA-Literacy.L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: | | | |
| **CCSS ELA-Literacy.L.7.2a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,}green shirt).* |  |  |  |
| **CCSS ELA-Literacy.L.7.2b** Spell correctly. |  |  |  |
| **CCSS ELA-Literacy.L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| **CCSS ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |  |  |  |
| **CCSS ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. | | | |
| **CCSS ELA-Literacy.L.7.4a** 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. |  |  |  |
| **CCSS ELA-Literacy.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). |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.L.7.4d** 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) |  |  |  |

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| **Language (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | |
| **CCSS ELA-Literacy.L.7.5a**  Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |  |  |  |
| **CCSS ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |  |  |  |
| **CCSS ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |