

Grade Seven

Tecumseh School District  
ELA Curriculum Map

## Quarter 1

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>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</p>	<p>Knowledge target: Identify:</p> <ul style="list-style-type: none"> <li>• inferences from a text</li> <li>• explicit information from a text</li> </ul> <p>Recognize credible resources/sources</p> <p>Reasoning target: Analyze what a text says explicitly</p> <p>Formulate inferences from textual material</p> <p>Cite resources that support analysis of a text</p>				
<p>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 a text</p>	<p>Knowledge target: Recognize theme and central idea</p> <p>Identify supporting details</p> <p>Develop an objective summary</p> <p>Reasoning target: Determine a theme or central idea of a text</p> <p>Analyze the development of a theme or central idea over the course of a text</p> <p>Provide an objective summary of a text</p>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>Knowledge target: Describe elements of a story or drama</p> <p>Identify changes in elements of the story or drama</p> <p>Identify interactions between elements</p> <p>Reasoning target: Analyze how a change in one element shapes another</p> <p>Analyze how elements of a story or drama interact</p>				
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	<p>Identify the poetic elements that contribute to form/structure</p> <p>Identify the form/structure of various types of poetry and drama</p> <p>Explain the meaning of a poem</p> <p>Analyze the structure of a drama or poem</p> <p>Analyze the meaning of a drama or poem</p> <p>Analyze the relationship between the poem/drama's form and structure</p> <p>Open the box</p>				

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<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>	<p>Knowledge target Identify various mediums</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• multimedia versions</li> <li>• film</li> <li>• stage</li> </ul> <p>Reasoning target Analyze the effects of various medium techniques on written text:</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• dramas</li> <li>• poems</li> </ul> <p>Analyze the effects of various medium techniques on :</p> <ul style="list-style-type: none"> <li>• audio</li> <li>• film</li> <li>• stage</li> <li>• multimedia</li> </ul> <p>Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia)</p>				
<p>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.</p>	<ul style="list-style-type: none"> <li>• argument</li> <li>• cohesion</li> <li>• formal style</li> </ul> <p>Understand the topic or text</p> <p>Create cohesion and clarify relationships using words, phrases, or clauses</p> <p>Establish and maintain a formal style</p> <p>Plan a concluding statement or section that follows from and supports the argument</p>				

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c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.					
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>Knowledge target</p> <p>Identify key ideas about:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> <p>stated in a text</p> <p>Identify how authors use:</p> <ul style="list-style-type: none"> <li>• precise words/phrases</li> <li>• description</li> <li>• sensory details</li> </ul> <p>to help readers visualize or sense the action of a narrative</p> <p>Reasoning target:</p> <p>analyze the interactions between:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas in a text</li> </ul> <p>Discuss how ideas influence events or how individuals influence ideas or events</p> <p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Compare and contrast relevant vs irrelevant details developing experiences, events, and characters</p>				

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	<ul style="list-style-type: none"> <li>• uses techniques such as dialogue, pacing and description to develop experiences, events, characters</li> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a reflective conclusion</li> </ul>				
a. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically					
b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.					
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another					
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events					
e. Provide a conclusion that follows from and reflects on the narrated experiences or events					
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p>					

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<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, 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>Knowledge target            With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Recognize how well to focus on :</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> </ul> <p>Reasoning target            With some guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul> <p>Determine how well the focus of:</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> </ul> <p>have been addressed</p> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 7 on page 52)</p>				

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<p>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.</p>	<p>Knowledge target Identify publishing and collaborative options that use technology</p> <p>Explain how to:</p> <ul style="list-style-type: none"> <li>• cite sources</li> <li>• create hyperlinks</li> </ul> <p>Know how to collaborate effectively for an intended purpose</p> <p>Reasoning target Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p> <p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p> <p>Performance skill target Use technology, including the Internet to:</p> <ul style="list-style-type: none"> <li>• produce</li> <li>• revise</li> <li>• edit</li> <li>• publish writing</li> </ul> <p>Use technology to link to and cite sources</p> <p>Use technology to interact and collaborate with others for an intended purpose</p>				



Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history")</p>	<p>Knowledge target</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Reasoning target</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p> <p>Draw upon key ideas and details as support for research</p>				
<p>b. 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")</p>					

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<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>Knowledge target Use reliable sources of information</p> <p>Implement appropriate inquiry methods to conduct a short research project</p> <p>Reasoning target Select appropriate sources of information to answer a question</p> <p>Determine relevant and irrelevant information from sources to answer a question</p> <p>Formulate focused questions from sources of information for further research and investigation</p> <p>Conduct steps for research to answer a question</p> <p>Generate additional related, focused questions for further research and investigation</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p> <p>Product target Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> <li>• engages the reader</li> <li>• establishes a context and point of view</li> </ul>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>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.</p>	<p>Knowledge target Use effective search terms</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• standard formats for citations</li> <li>• credibility</li> <li>• accuracy</li> </ul> <p>Follow standard citation format</p> <p>Reasoning target Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<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 clause in general and their function in specific sentences.</p>	<p>Knowledge target</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• phrases</li> <li>• clauses</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• compound-complex sentences</li> <li>• misplaced modifiers</li> <li>• dangling modifiers</li> </ul> <p>Reasoning target</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of phrases and clauses in general and in specific sentences</p> <p>Choose the best type of sentence for signaling relationships among ideas</p> <p>Correct misplaced and dangling modifiers</p> <p>Performance skill target</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Choose phrases and clauses correctly in speaking</p> <p>Select and combine sentences to show relationships between/among speaking</p> <p>Correct misplaced and dangling modifiers</p>				
<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>b. spell correctly</p>					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening					
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 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	Reasoning target Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: <ul style="list-style-type: none"> <li>• using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning</li> </ul>				
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 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.	Use print and digital reference materials (e.g., dictionary, thesaurus, glossary) to : <ul style="list-style-type: none"> <li>• find pronunciation</li> <li>• determine or clarify precise meaning</li> <li>• identify a word's part of speech</li> </ul> Recognize strategies for finding meanings of unknown words				
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).					

## Quarter 2

Standard	Learning Targets	Intro	Teach	Assess	Vocabulary
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	Knowledge target Identify: <ul style="list-style-type: none"> <li>• inferences from a text</li> <li>• explicit information from a text</li> </ul> Reasoning target Analyze what a text says explicitly  Formulate inferences from textual material  Cite resources that support analysis of a text				
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	Knowledge target Recognize theme and central idea  Identify supporting details  Develop an objective summary  Reasoning target Determine a theme or central idea of text  Analyze the development of a theme or central idea over the course of a text  Provide an objective summary of a text				
RL.7.3 analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).					

<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., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p>	<p>Knowledge target</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> </ul> <p>in a text</p> <p>Identify examples of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> <li>• specific verse or stanza of a poem</li> <li>• section of a story or drama</li> </ul> <p>The Outsiders Nothing Gold Can Stay</p>				
<p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>Identify the poetic elements that contribute to form/structure</p> <p>Identify the form/structure of various types of poetry and drama</p> <p>Explain the meaning of a poem</p> <p>Analyze the structure of a drama or poem</p> <p>Analyze the meaning of a drama or poem</p> <p>Analyze the relationship between the poem/drama's form and structure</p> <p>Stay gold, pony boy</p>				

<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p>	<p>Define analysis</p> <p>Identify strategies author uses to contrast points of view of different characters or narrator</p> <p>Cite details or examples in a text where the author develops the point of view of various characters or narrators</p> <p>Compare and contrast points of view of different characters or narrators</p> <p>Analyze how the author develops points of view of different characters or the narrators</p> <p>Analyze how the author contrasts different points of view in a single text</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>	<p>Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia)</p>				
<p>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.</p>	<p>Knowledge target</p> <p>Identify a:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> <p>that is portrayed in:</p> <ul style="list-style-type: none"> <li>• an historical account</li> <li>• a fictional work</li> </ul> <p>Reasoning target</p> <p>Compare and contrast historical portrayal of a:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> <p>in an historical account to how each are portrayed or altered in a literary work.</p>				



<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p>	<p>Knowledge target</p> <p>Identify accurate, credible sources</p> <p>Recognize phrases and clauses that create cohesion and clarify relationships</p> <p>Identify and define:</p> <ul style="list-style-type: none"> <li>• alternate and opposing claims</li> <li>• relevance</li> <li>• evidence</li> </ul> <p>Determine how to introduce claims and acknowledge alternate or opposing claims</p> <p>Organize reasons and evidence logically</p> <p>Determine logical and relevant support for claims</p> <p>Evaluate sources for credibility and accuracy</p>				
<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p>					

<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>Knowledge target</p> <p>Identify a topic</p> <p>Identify and recognize:</p> <ul style="list-style-type: none"> <li>• definition</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> <li>• strategies</li> <li>• text features (graphics, charts, tables, multimedia)</li> </ul> <p>Select appropriate:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• examples</li> </ul> <p>Recognize and select appropriate transitions to create cohesion and clarify relationships</p> <p>Identify domain specific vocabulary and precise vocabulary</p> <p>Recognize formal style</p> <p>Identify an effective, supportative conclusion for the topic that follows from and supports the information or explanation presented</p> <p>Reasoning target</p> <p>Determine which strategy is most effective to further develop a topic including strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul>				
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	<p>Determine when to include:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>to aid comprehension</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> </ul> <p>Develop the topic, using:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Select appropriate transitions to create cohesion and clarify relationships</p> <p>Determine precise language and domain specific vocabulary</p> <p>Establish and maintain a formal style for a selected topic</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p> <p>Product target</p> <p>Write an informative/explanatory text to:</p> <ul style="list-style-type: none"> <li>• examine a topic</li> <li>• convey ideas</li> <li>• concepts and information through <ul style="list-style-type: none"> <li>○ text selection</li> <li>○ organization</li> <li>○ analysis of relevant content</li> </ul> </li> </ul>				
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	<p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant fact</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> </ul> <p>Use strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful in aiding comprehension</p> <p>use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a normal style</p> <p>Provide a supportive, concluding statement or section that follows from the information or explanation presents</p>				
<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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</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. c. Cohesion and clarify the relationships among ideas and concepts					
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. d. Use precise language and domain-specific vocabulary to inform about or explain the topic					
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. e. Establish and maintain a formal style					
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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.					
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.7.2 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> ).	<p>Knowledge target</p> <p>Apply correct:</p> <ul style="list-style-type: none"> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> <p>when writing</p> <p>use a comma to separate coordinate adjectives</p> <p>Know that coordinate adjectives describe the same word or term</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>				

<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>					
<p>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.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)  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>	<p>Knowledge target  Identify:</p> <ul style="list-style-type: none"> <li>• multiple-meaning words and phrases</li> <li>• grade appropriate roots and affixes</li> <li>• using Greek and Latin affixes and roots as clues to word meaning</li> </ul> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>				
<p>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.</p>					

Quarter 3

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
<p>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</p>					
<p>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</p>					
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Knowledge target Describe elements of a story or drama</p> <p>Identify changes in elements of the story or drama</p> <p>Identify interactions between elements</p> <p>Reasoning target Analyze how a change in one element shapes another</p> <p>Analyze how elements of a story or drama interact</p>				

<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., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p>	<p>Knowledge target</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> </ul> <p>in a text</p> <p>Identify examples of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> <li>• specific verse or stanza of a poem</li> <li>• section of a story or drama</li> </ul> <p>Reasoning target</p> <p>Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text</p> <p>Analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> <li>• specific verse or stanza of a poem</li> <li>• section of a story or drama</li> </ul>				
<p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>					



<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Define analysis</p> <p>Identify strategies author uses to contrast points of view of different characters or narrator</p> <p>Cite details or examples in a text where the author develops the point of view of various characters or narrators</p> <p>Compare and contrast points of view of different characters or narrators</p> <p>Analyze how the author develops points of view of different characters or the narrators</p> <p>Analyze how the author contrasts different points of view in a single text</p>				
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<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>	<p>Knowledge target Identify various mediums</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• multimedia versions</li> <li>• film</li> <li>• stage</li> </ul> <p>Reasoning target Analyze the effects of various medium techniques on written text:</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• dramas</li> <li>• poems</li> </ul> <p>Analyze the effects of various medium techniques on:</p> <ul style="list-style-type: none"> <li>• audio</li> <li>• film</li> <li>• stage</li> <li>• multimedia</li> </ul> <p>Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia)</p> <p>Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia)</p>				
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<p>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 fictions use or alter history</p>	<p>Knowledge target Identify a:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> <p>that is portrayed in:</p> <ul style="list-style-type: none"> <li>• a historical account</li> <li>• a fictional work</li> </ul> <p>Reasoning target Compare and contrast historical portrayal of a:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> <p>in an historical account to how each are portrayed or altered in a literary work</p>				
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p>					
<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>					
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selections, 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</p>					
<p>c. 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>					

f. Provide a concluding statement or section that follows from and supports the information or explanation presented					
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					
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.					

## Quarter 4

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
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.7.2 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					
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).					
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama					
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning					
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
<p>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</p>	<p>Knowledge target Identify/understand in literary text:</p> <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p> <p>Reasoning target Comprehend independently in literary text:</p> <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</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>					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
<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>Knowledge target (The underpinning knowledge targets are found in Writing Standards 1,2, 3, 7, 8, 9 and Language Standards 1-6)</p> <p>Reasoning target Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> <p>Determine suitable:</p> <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p> <p>Performance Skill target (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>Product target Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>				

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 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.7.6 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					
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.					