

Unit #1 – The Making of a Good Story

Unit #2 – Analyzing Craft and Structure

Unit #3 – What’s the Big Idea?

Unit #4 – Finding the Evidence

Unit #5 – Communicating for a Purpose

Unit #6 – Investigations

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #1 – The Making of a Good Story
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.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>Reading Standards for Informational Text RI.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.</p> <p>Writing Standards W.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.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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>

Priority and Supporting CCSS
<i>Priority Standards</i>
<p>RL.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>W.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

SL.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

L.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

Supporting Standards

RL.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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

W.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.

W.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

SL.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2b: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.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.

L.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.

Concepts	Skills	Bloom's Taxonomy
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(What students need to know)	(What students need to be able to do)	Levels
RL.6 point of view <ul style="list-style-type: none"> • character • narrator 	RL.6 analyze (how author develops point of view of characters or narrators)	4
	analyze (how author contrasts point of view of characters or narrators)	4
W.3b narrative techniques experiences events characters	W.3b use (narrative techniques) develop (experiences, events, and/or characters)	3 6
W.3d precise words and phrases relevant descriptive details sensory language action	W.3d use (precise words and phrases) use (relevant descriptive details) use (sensory language) capture (action)	3 3 3
experiences events	convey (experiences) convey (events)	3, 6 3 3
SL.1c questions that elicit elaboration relevant observations relevant ideas	SL.1c pose (questions that elicit elaboration) respond (with relevant observations and ideas) L.4b use (Greek or Latin affixes and roots as clues to the	2, 4 5

L.4b Greek or Latin affixes Greek or Latin roots	meaning of a word)	3
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What makes a story worth reading? 2. How do we engage in meaningful conversation? 3. How can a word reveal its meaning? 	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. 3. Word parts are clues to word meaning.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #2 – Analyzing Craft and Structure
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p><u>Reading Standards for Literature</u> RL.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><u>Reading Standards for Informational Text</u> RI.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.</p> <p><u>Writing Standards</u> W.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.</p> <p><u>Speaking and Listening</u> SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language Standards</u> L.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>

Priority and Supporting CCSS

Priority Standards

RL.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.

RI.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.

W.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

L.2a: Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

L.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Supporting Standards

RL.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.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.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2b: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.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.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #3 – What’s the Big Idea?
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.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>Reading Standards for Informational Text RI.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.</p> <p>Writing Standards W.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.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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>

Priority and Supporting CCSS

Priority Standards

RL.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.

RI.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.

W.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SL.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.

L.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Supporting Standards

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2b: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
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Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #4 – Finding the Evidence
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.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>Reading Standards for Informational Text RI.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.</p> <p>Writing Standards W.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.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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>

Priority and Supporting CCSS

Priority Standards

RL.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.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.

W.1.a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

L.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Supporting Standards

RI.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.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.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.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.b: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.4.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.

W.1: Write arguments to support claims with clear reasons and relevant evidence.

W.1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.1.d: Establish and maintain a formal style.

W.1.e: Provide a concluding statement or section that follows from and supports the argument presented.

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

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #5 – Communicating for a Purpose
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.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>Reading Standards for Informational Text RI.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.</p> <p>Writing Standards W.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.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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>

Priority and Supporting CCSS

Priority Standards

- RL.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.
- RI.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).
- W.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.1b:** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Supporting Standards

- W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.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.
- W.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.2e: Establish and maintain a formal style.
- W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.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.
- L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2b: Spell correctly.
- L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.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.
- L.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.
- L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly

from a range of strategies.
 L.4.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #6 – Investigations
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.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>Reading Standards for Informational Text RI.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.</p> <p>Writing Standards W.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.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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>

Priority and Supporting CCSS

Priority Standards

RI-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.

W-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-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”).

SL-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.

Supporting Standards

RI-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-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.

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

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL-5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-2b Spell correctly.

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-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.

L-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.

L-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.

L-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).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 7
Unit of Study	Unit #7 – Understanding the World Through Text
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-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>Reading Standards for Informational Text RI-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.</p> <p>Writing Standards W-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.</p> <p>Speaking and Listening SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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>

Priority and Supporting CCSS

Priority Standards

RL-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.

RI-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).

W-9a 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”).

SL-1d Acknowledge new information expressed by others and, when warranted, modify their own views.

L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

Supporting Standards

RL-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).

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-2b Spell correctly.

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-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.

L-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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>