



7th Grade ELA Scope and Sequence

COURSE OVERVIEW & TIMING		
This section is designed to help you see the flow of the units/topics across the entire school year.		
Unit		Unit Length
Unit 1:	Mapping Your Life **	1 st Quarter (40 days)
Unit 2:	Your Vote! Your Rights!	2 nd Quarter (20 days)
Unit 3:	America Speaks	2 nd Quarter (25 days)
Unit 4:	Nature's Fury	3 rd Quarter (21 days)
Unit 5:	Stolen Childhoods	3 rd Quarter (21 days)
Unit 6:	A Better World	4 th Quarter (23 days)
Unit 7:	Sports Report	4 th Quarter (20 days)

****Please note:** The 1st quarter will give the teacher time to teach and model Instructional Routines (T65 –red section) and complete any pre-assessments. The Instructional Routines are researched, step-by-step procedures, implementation support, and connections to the Common Core State Standards.

Key:

- Reading Standards for Informational Text (**RI**)
- Reading Standards for Literature (**RL**)
- Writing Standards (**W**)
- Speaking and Listening Standards (**SL**)
- Language Standards (**L**)

OVERALL COURSE TIMING	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	177
Total number of instructional days for all units included in the Scope and Sequence:	170

First Quarter	Unit 1: Mapping Your Life (Literature – Novel Excerpt, Poem, & Autobiography) <i>In this unit, readers explore what it is like to be faced with important decisions, and how these decisions affect a person's life. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 1 STANDARDS		
40 Days	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</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. (Assessed)</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Assessed)</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. (Assessed)</p> <p>RL.7.5 Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</p> <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>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Video: Selma, Lord, Selma (Disney 1999) Follow a young girl who chooses to resist segregation in the hope of promoting the message of Dr. Martin Luther King, Jr. (94 min.) optional Chrome Books for research & writing (class set) Read 180 (Workshop 3: Identity Crisis) Read 180: rSkills Test (Workshop 3) Learn Zillion (7 th Grade Close Reading Modules: Literary Texts) https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Review the 10 Instructional Routines TM 65 (Red Tab) NewsELA https://newsela.com/# iReady Narrative Writing https://learnzillion.com/resources/57272-writealong-for-7th-grade
Spiraling	<p>WRITING STANDARDS:</p> <p>W.7.3 Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive, details, and well-structured event sequences. (Assessed)</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. (Assessed)</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (Assessed)</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. (Assessed)</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (Assessed)</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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) (Assessed) (CCSS.WHST.7.5)</p> <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. (Assessed) (CCSS.WHST.7.6)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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.7.3 Delineate a speaker's argument and specific claims, evaluation the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences. (Assessed)</p>	

	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</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.(Assessed)</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <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.(Assessed)</p>	
Essential Question	<i>How do important decisions impact a person's life?</i>	

<i>Second Quarter</i>	<p>Unit 2: Your Vote! Your Rights! (Play excerpt, Poetry, Speech, & OP-ED)</p> <p>In this unit, authors explore issues of justice, equality, and the role of the individual in a democracy. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>	Resources
	UNIT 2 STANDARDS	
20 Days	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</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. (Assessed)</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Assessed)</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. (Assessed)</p> <p>RL.7.5 Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</p> <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>Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: Google Way Back: Stand Up for Your Rights (Learn the personal stories of those who fought for their rights as well as the rights of others) - optional Chrome Books for research & writing (class set) Book: Monster by Walter Dean Myers (Novel Series) Review the 10 Instructional Routines TM 65 (Red Tab) Read 180 Workshop 9: The Streets of Harlem Read 180: rSkills Test (Workshop 9) NewsELA https://newsela.com/# iReady Learn Zillion (7th)</p>
Spiraling	<p>WRITING STANDARDS:</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.(Assessed) (CCSS.WHST.7.2)</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.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</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.(Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.(Assessed)</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <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> <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> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <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.(Assessed)</p>	<p>Grade Close Reading Modules: Literary Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Writing Informative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade</p>
Essential Question	How do people express opinions in meaningful ways?	

Second Quarter	Unit 3: America Speaks (Poetry & Novel Excerpt) Poets and authors share their vision of American identity through literature. <i>This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 3 STANDARDS		
25 Days	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</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. (Assessed)</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. (Assessed)</p> <p>RL.7.5 Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</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). (Assessed)</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>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>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Harlem Renaissance: Black History & Literature: Videos and Performances-optional http://libguides.hcc.hawaii.edu/c.php?g=288251&p=1921851 Chrome Books for research & writing (class set) Book: America Street: A Multicultural Anthology of Stories edited by Ann Mazer (optional) for oral or independent reading Read 180 Workshop 9: The Streets of Harlem Read 180: rSkills Test (Workshop 9) NewsELA https://newsela.com/# iReady Learn Zillion (7 th Grade Close Reading Modules: Literary Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Writing Informative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade Short Story: "Thank You Ma'am" by Langston Hughes
Spiraling	<p>WRITING STANDARDS:</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.(Assessed) (CCSS.WHST.7.2)</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.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</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.(Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.(Assessed)</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.(Assessed) (CCSS.WHST.7.9)</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"). (Assessed)</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"). (Assessed)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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</p>	

	<p>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>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.</p> <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> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</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>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <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.(Assessed)</p>	
Essential Question	<i>What does it mean to be an American?</i>	

Third Quarter	<p>Unit 4: Nature's Fury (Science articles & Informational excerpt)</p> <p><i>Through the presentation of data and the recounting of personal experiences, authors of a science article and literary nonfiction excerpt show how natural disasters impact the world. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i></p>	Resources
	UNIT 4 STANDARDS	
21 Days	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed) (CCSS.RH.7.1) (CCSS.RST.7.1)</p> <p>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.(Assessed) (CCSS.RH.7.2) (CCSS.RST.7.2)</p> <p>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).(Assessed) (CCSS.RH.7.3) (CCSS.RST.7.3)</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 a specific word choice on meaning and tone.(Assessed)</p> <p>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.(Assessed) (CCSS.RH.7.5) (CCSS.RST.7.5)</p> <p>RI.7.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p> <p>Website: Google</p> <p>Storm Chasers</p> <p>(Race tornadoes in an intercept vehicle, look at the vehicle in detail, or watch tornado videos on</p>

	<p>his or her point of view from that of others.(Assessed) (CCSS.RH.7.6) (CCSS.RST.7.6)</p> <p>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.RH.7.7) (CCSS.RST.7.7)</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.(Assessed) (CCSS.RH.7.8) (CCSS.RST.7.8)</p> <p>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.RH.7.9) (CCSS.RST.7.9)</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>this Discovery Channel page – optional http://www.discovery.com/tv-shows/storm-chasers/ Chrome Books for research & writing (class set) Book: Out of the Dust by Karen Hesse (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) Read 180 Workshop 4: Stolen Childhoods Read 180: rSkills Test (Workshop 4) NewsELA https://newsela.com/#iReady Learn Zillion (7th Grade Close Reading Modules: Informational Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Writing Informative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade</p>
Spiraling	<p>WRITING STANDARDS:</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.(Assessed) (CCSS.WHST.7.2)</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.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</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.(Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.(Assessed)</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</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>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <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.(Assessed)</p>	
Essential Question	What are the causes and effects of natural disasters?	

Third Quarter	<p>Unit 5: Stolen Childhoods (Informational & Play excerpts)</p> <p>In these selections, Scholars discover the challenges – some typical, some horrendous – of young people growing up during different times in history. <i>Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i></p>	Resources
	UNIT 5 STANDARDS	
21 Days	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed) (CCSS.RH.7.1) (CCSS.RST.7.1)</p> <p>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.(Assessed) (CCSS.RH.7.2) (CCSS.RST.7.2)</p> <p>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).(Assessed) (CCSS.RH.7.3) (CCSS.RST.7.3)</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 a specific word choice on meaning and tone.(Assessed)</p> <p>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.(Assessed) (CCSS.RH.7.5) (CCSS.RST.7.5)</p> <p>RI.7.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.(Assessed) (CCSS.RH.7.6) (CCSS.RST.7.6)</p> <p>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.RH.7.7) (CCSS.RST.7.7)</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p> <p>Website: Google PBS (Search for "Dust Bowl" to find features, biographies, photos, and videos about the Dust Bowl). – optional http://www.pbs.org/kenburns/dustbowl/</p> <p>Chrome Books for research & writing (class set)</p> <p>Book: Diary of a Young Girl by Anne Frank (optional) for oral or independent reading</p> <p>Read 180 Workshop 4: Stolen Childhoods</p> <p>Read 180: rSkills Test (Workshop 4)</p> <p>NewsELA https://newsela.com/#iReady</p> <p>Learn Zillion (7th Grade Close Reading Modules: Informational Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules)</p> <p>Writing Argumentative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade</p>
Spiraling	<p>WRITING STANDARDS:</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. (CCSS.WHST.7.1)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</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. (CCSS.WHST.7.7)</p> <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, avoiding plagiarism and following a standard format for citation. (CCSS.WHST.7.8)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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</p>	

	<p>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>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <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.(Assessed)</p>	
Essential Question	<i>Can the challenges a family faces force children to grow up too quickly?</i>	

Fourth Quarter		Resources
UNIT 6: A Better World (Informational Excerpts)		
Authors use reasons, facts, and evidence to construct arguments about causes of and solutions to poverty. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).		
UNIT 6 STANDARDS		
23 Days	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed) (CCSS.RH.7.1) (CCSS.RST.7.1)</p> <p>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.(Assessed) (CCSS.RH.7.2) (CCSS.RST.7.2)</p> <p>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).(Assessed) (CCSS.RH.7.3) (CCSS.RST.7.3)</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 a specific word choice on meaning and tone.(Assessed)</p> <p>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.(Assessed) (CCSS.RH.7.5) (CCSS.RST.7.5)</p> <p>RI.7.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.(Assessed) (CCSS.RH.7.6) (CCSS.RST.7.6)</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.(Assessed) (CCSS.RH.7.8) (CCSS.RST.7.8)</p> <p>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.RH.7.9) (CCSS.RST.7.9)</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p> <p>Website: Youth Service America</p> <p>Explore this Web site and connect students directly with opportunities to make a difference in their community - optional</p> <p>Chrome Books for research & writing (class set)</p> <p>Book: The Young Landlords by Walter Dean Myers (optional) for oral or independent reading</p> <p>Read 180 Workshop 8: Turning Points</p> <p>Read 180: rSkills Test (Workshop 8)</p> <p>NewsELA</p> <p>https://newsela.com/#iReady</p>
Spiraling	<p>WRITING STANDARDS:</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. (CCSS.WHST.7.1)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence</p>	

	<p>logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <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> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</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> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <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.(Assessed)</p>	<p>Learn Zillion (7th Grade Close Reading Modules: Informational Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Writing Argumentative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade</p>
Essential Question	<i>What simple steps can people take to make a difference for those in need?</i>	

Fourth Quarter	Unit 7: Sports Report (Informational Text) In this unit, scholars will explore the idea that for athletes, mental determination can play as crucial role as physical prowess. <i>Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 7 STANDARDS		
20 Days	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed) (CCSS.RH.7.1) (CCSS.RST.7.1)</p> <p>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.(Assessed) (CCSS.RH.7.2) (CCSS.RST.7.2)</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 a specific word choice on meaning and tone.(Assessed)</p> <p>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.(Assessed) (CCSS.RH.7.5) (CCSS.RST.7.5)</p> <p>RI.7.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.(Assessed) (CCSS.RH.7.6) (CCSS.RST.7.6)</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: Google Sports Illustrated for Kids (This site includes plenty of up-to-date stories on students' favorite sports, along with activities and games – optional http://www.sikids.com/ Chrome Books for research & writing (class set) Book: Game by Walter Dean Myers (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) Read 180 Workshop 8: Turning Points Read 180: rSkills Test (Workshop 8) NewsELA https://newsela.com/#iReady Learn Zillion (7 th Grade Close Reading Modules: Literary Texts https://learnzillion.com/resources/75008-7th-grade-close-reading-modules Writing Argumentative Texts https://learnzillion.com/resources/57272-writealong-for-7th-grade
Spiraling	<p>WRITING STANDARDS:</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. (CCSS.WHST.7.1)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.7.4)</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)(Assessed) (CCSS.WHST.7.5)</p> <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.(Assessed) (CCSS.WHST.7.6)</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. (CCSS.WHST.7.7)</p> <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, avoiding plagiarism and following a standard format for citation. (CCSS.WHST.7.8)</p> <p>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.</p> <p>SPEAKING & LISTENING STANDARDS:</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>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.</p> <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> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE STANDARDS:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p>	

	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p>b. Spell correctly</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.7.4 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.(Assessed) (CCSS.RH.7.4) (CCSS.RST.7.4)</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., belligerent, bellicose, rebel).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <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.(Assessed)</p>	
Essential Question	What can we learn about ourselves from studying sports and athletes?	