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.	Students will: • 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.	**Examples:** 1. Using <u>Titanic Sinks!</u> by Barry Denenberg read the chapter about the building of the ship and the chapter with passenger telegrams. Discuss how these two types of text- informational and first-hand account- contribute to a more broad understanding of this historical event. **Inquiry Question:** 1. What text features are most helpful and why? 2. How do text features help readers to access information quickly? 3. Why do authors use specific text features to convey a message?
RI.7.6 Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.	Students will: • Determine the author's purpose. • Determine the author's point of view in a text. • Analyze how the author distinguishes his or her point of view from that of others.	**Examples:** 1. After reading <u>The Titanic Sinks!</u> Review each of the chapter's purposes and determine what was the author's overall purpose in writing this text. 2. See #1 3. Find either a newspaper article written about the sinking of the *Titanic* or President Taft's response to discuss how these points of view are different from the author's. Discuss the impact of their views.

Integration of Knowledge and Ideas

Standard	Objective	Examples / Inquiry Questions
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 method of the delivery of a speech affects the impact of the overall message).	Students will: • Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	**Examples:** 1. Read an informational article about the crash of the *Hindenburg* and then listen to the newscaster narrate the disaster. Discuss how these two versions of the event affect the reader. **Inquiry Question:** 1. How are multiple sources valuable when you are learning new information?
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.	Students will: • 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.	**Examples:** 1. Using two editorials on the same issue, representing both sides, ask students to evaluate the arguments presented. Does the author use sound reasoning, and support their claim with factual evidence? Does the author rely too heavily on emotional appeals vs. factual evidence? **Inquiry Question:** 1. How does using multiple perspectives and points of view expand people's thinking?

Standard	Objective	Examples / Inquiry Questions
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.	Students will: • 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.	**Examples:** 1. Using the same two editorials chosen above, look at the formation of their appeal. How is the evidence organized? How do they draw the reader in? **Inquiry Question:** 1. How does the author use language to convey his/her viewpoint? What words show bias?

Range of Reading and Level of Text Complexity

Standard	Objective	Examples / Inquiry Questions
RI.7.10 By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.	Students will: • By the end of the year, students will read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8).	**Examples:** 1. Preview the non-fiction articles, editorials, and texts available in the textbook. 2. Incorporate other content area texts. 3. Pair a non-fiction text or article with a fictional book and discuss the similarities and differences.

Writing Standards

Text Types and Purposes

Standard	Objective	Examples / Inquiry Questions
W.7.1 Write arguments to support claims with clear reasons and relevant evidence; **a**. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; **b**. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text; **c**. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence; **d.** Establish and maintain a formal style; **e.** Provide a concluding statement or section that follows from and supports the argument presented.	Students will: • Write argument essays that… 　° Introduce claims. 　° Acknowledge alternate or opposing claims. 　° Support claims with logical reasoning and accurate, relevant evidence. 　° Use credible sources. 　° Demonstrate understanding of the topic or text. 　° Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. 　° Establish and maintain a formal style. 　° Provide a concluding statement that follows from and supports the argument presented.	**Examples:** 1. Write an argumentative essay that includes a thesis, supporting ideas and a conclusion. 2. Use model student essays to analyze technique, organization and purpose. **Question Stems:** 1. How does a writer's knowledge of their audience and purpose contribute to their writing? 2. How do graphic organizers or planning guides support the writer? 3. How is revising a piece of writing as essential as the initial effort? 4. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 5. Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details? 6. How can a writer use his/her influence to persuade readers?

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic; **e.** Establish and maintain a formal style; **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.	Students will: • Write informative/explanatory essays that… ° 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, graphics, and multimedia when useful to aiding comprehension. ° Develop the topic and relevant facts, definitions, concrete details, quotations, or other information and examples. ° Use appropriate transitions to create relationships among ideas and concepts. ° Use precise language and domain-specific vocabulary to inform about or explain the topic. ° Establish and maintain a formal style. ° Provide a concluding statement that follows from and supports the information or explanation presented.	**Examples:** 1. Use model student essays to analyze technique, organization and purpose. 2. Research and write an informational/explanatory essay. **Question Stems:** 1. How does a writer's knowledge of their audience and purpose contribute to their writing? 2. How do graphic organizers or planning guides support the writer? 3. Why do organized events require a particular sequence? 4. How is revising a piece of writing as essential as the initial effort? 5. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences? 6. 6. How does a writer gather information to create informative/explanatory pieces of writing?
W.7.3 Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; **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 advance the action and convey experiences and events; **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.	Students will: • Write narratives that… ° Establish a context and point of view. ° Introduce a narrator and/or characters. ° Organize an event sequence that unfolds naturally and logically. ° Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. ° Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ° Use precise words and phrases. ° Use descriptive details. ° Use sensory language. ° Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Examples:** 1. Students write an essay that answers the question "Who am I?" 2. Students revise narrative writing by using peer editing. **Question Stems:** 1. How does a writer's knowledge of their audience and purpose contribute to their writing? 2. How do graphic organizers or planning guides support the writer? 3. Why do organized events require a particular sequence? 4. How is revising a piece of writing as essential as the initial effort? 5. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences? 6. How does a writer gather information to create informative/explanatory pieces of writing?

Standard	Objective	Examples / Inquiry Questions
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.)	Students will: • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Examples:** 1. Peer editing **Question Stems:** 1. How does the use of correct grammar, usage, and mechanics add clarity to writing? 2. How do audience and purpose influence a writer's use of grammar and mechanics? 3. Is it ever okay to take liberties with conventions? 4. What tools help a writer edit and enhance work? 5. How can writers create strong sentence fluency in their work? 6. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication? 7. When does a writer know he/she has done enough editing?

Production and Distribution of Writing

Standard	Objective	Examples / Inquiry Questions
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.)	Students will: • With some guidance and support from peers and adults, students will 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.	**Examples:** 1. Peer editing **Question Stems:** 1. How does the use of correct grammar, usage, and mechanics add clarity to writing? 2. How do audience and purpose influence a writer's use of grammar and mechanics? 3. Is it ever okay to take liberties with conventions? 4. What tools help a writer edit and enhance work? 5. How can writers create strong sentence fluency in their work? 6. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication? 7. When does a writer know he/she has done enough editing?
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.	Students will: • Use technology, including the Internet to… ° Produce and publish writing ° Link sources. ° Cite sources. ° Interact and collaborate with others.	**Examples:** 1. Use Microsoft Word to bring writing to publishable form. 2. Use peer editing. 3. Cite sources in MLA or APA format.

Research to Build and Present Knowledge

Standard	Objective	Examples / Inquiry Questions

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.	Students will:
	• Conduct short research projects that…
	  ° Answer a question.
	  ° Draw on several sources.
	  ° Generate additional related, focused questions for further research and investigation.
		Examples:
		1. Write extended response answers whose questions are constructed by teacher.
		2. Cite textual evidence from a selected source.
		Question Stems:
		1. How does a writer's knowledge of their audience and purpose contribute to their writing?
		2. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?

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.	Students will:
	• Gather relevant information from multiple print and digital sources…
	  ° Use search terms effectively.
	  ° Assess the credibility and accuracy of each source.
	  ° Quote or paraphrase the data and conclusions of others.
	  ° Follow a standard format for citation.
	  ° Avoid plagiarism
		Examples:
		1. Teacher instructs how to determine credible vs. non-credible sources.
		2. Use MLA or APA format.
		Question Stems:
		1. How does a writer gather information to create informative/explanatory pieces of writing?
		2. Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details?

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; **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."); **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.").	Students will: • Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Examples:** 1. Provide textual examples and use MLA or APA format to cite sources. **Question Stems:** 1. How does a writer gather information to create informative/explanatory pieces of writing? 2. 2. How do writers monitor their work to include information that is relevant to the topic?

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.	Students will: • Write routinely over extended time frames for a range of discipline-specific tasks. • Write routinely over shorter time frames for a range of discipline-specific tasks.	**Examples:** 1. Use Writer's Notebooks for daily writing exercises that are both short and long. 2. Timed writing assessments **Question Stems:** 1. How does a writer's knowledge of their audience and purpose contribute to their writing? 2. In what ways does an author use the setting to create a mood for the story? 3. Why do organized events require a particular sequence? 4. How do writers monitor their work to include information that is relevant to the topic? 5. Why does word choice play such an important part in writing? 6. How can a writer use his/her influence to persuade readers?

Speaking and Listening Standards

Comprehension and Collaboration

Standard	Objective	Examples / Inquiry Questions
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; **a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; **b.** Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed; **c.** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.	Students will: • Engage effectively in collaborative discussions on grade 7 topics, texts, and issues… ° Build on others' ideas ° Express clearly their own ideas. ° Come to discussions prepared, having read or researched material. ° Refer to evidence on the topic, text, or issue. ° Follow rules for collegial discussions. ° Pose questions that elicit elaboration. ° Respond to others' questions and comments. ° Acknowledge new information expressed by others.	**Examples:** 1. Teacher-led discussions on ideas found in text. 2. Student generated questions that pertain to the text being read at the time. **Question Stems:** 1. How does a speaker monitor their language to include information that is relevant to the topic? 2. Why must opinion pieces include the speaker's point of view and logically ordered reasons supported by facts and details? 3. How can a speaker use his/her influence to persuade readers? 4. How does a speaker respond to others in a respectful and engaging manner?
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study.	Students will: • Analyze the main ideas and supporting details presented in diverse media and formats. • Explain how the ideas clarify a topic, text, or issue under study.	**Examples:** 1. Teacher uses selected music or movie that relates to clarifies topic, text or issue under study.

Standard	Objective	Examples / Inquiry Questions
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.	Students will: • Delineate a speaker's argument and specific claims. • Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.	**Examples:** 1. Use model student essays to analyze technique, organization and purpose. **Question Stems:** 1. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?

Presentation of Knowledge and Ideas

Standard	Objective	Examples / Inquiry Questions
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.	Students will: • Present claims and findings… ° Emphasize salient points in a focused, coherent manner. ° Provide pertinent descriptions, facts, details, and examples. ° Use appropriate eye contact. ° Use adequate volume. ° Use clear pronunciation.	**Examples:** 1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi. **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage and mechanics add clarity to writing? 2. How do writers monitor their work to include information that is relevant to the topic?
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Students will: • Include multimedia components and visual displays in presentations… ° Clarify claims and findings. ° Emphasize salient points.	**Examples:** 1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi. **Question Stems:** 1. How do writers monitor their work to include information that is relevant to the topic? 2. Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details? 3. How can a writer use his/her influence to persuade readers?
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Students will: • Adapt speech to a variety of contexts and tasks… ° Demonstrate command of formal English when indicated or appropriate.	**Examples:** 1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi. **Question Stems:** 1. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?

Language Standards		

Conventions of Standard English

Standard	Objective	Examples / Inquiry Questions
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 in order to apply the conventions of English; **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.	Students will: • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Explain the function of phrases and clauses in general and specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence. • Recognize and correct misplaced and dangling modifiers.	**Examples:** 1. Peer editing of student papers or presentations. **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort?
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., It was a fascinating, enjoyable movie.); **b.** Spell correctly.	Students will: • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a comma to separate coordinate adjectives • Spell correctly.	**Example:** 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort?

Vocabulary Acquisition and Use

Standard	Objective	Examples / Inquiry Questions
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.	Students will: • Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose language that expresses ideas precisely and concisely • Recognize and eliminate wordiness and redundancy.	**Example:** 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial

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.** Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; **b.** Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel); **c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Students will: • 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… ° Use knowledge of word structure (prefixes, suffixes, base words, common roots, or word origins). ° Use context as a clue to the meaning of a word or phrase. ° Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. ° Use general and specialized reference materials. ° Verify the preliminary determination of the meaning of a word or phrase.	**Example:** 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort?
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; **a.** Interpret the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context; **b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; **c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Students will: • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret the intent or meaning of figures of speech as used in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions).	**Example:** 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort?
L.7.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students will: • Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. • Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Example:** 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com **Question Stems:** 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort?