**Grade 7 ELA Curriculum (updated 2023)**

**Text Books: Grade 7 Pearson Common Core Literature and Grade 7 Prentice Hall Writing and Grammar**

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| **UNIT 1** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Fiction and Nonfiction  **Time Frame:**  Quarter 1 in 7th grade ELA and Reading classes | **Literature (RL7.1): Key Ideas & Details- Text Analysis- E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  **Literature (RL7.2) -Key Ideas & Details-Theme: E07.A-K.1.1.2** 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.  **Writing: W.7.10**: Write routinely for a range of discipline-specific tasks, purposes, and audiences.  **Language- Conventions- Language (L.7.1)- Conventions -**  **E07.D.1.1.4** Recognize and correct inappropriate shifts in pronoun number and person.  **E07.D.1.1.5** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  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  L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). | ACE strategy  Utilize several techniques to annotate text while reading.  Use of graphic organizers  Close reading strategy  Think/Pair/Share  Daily PDNs  Daily visuals  Using context clues  -TDQs  -vocabulary building techniques  -Various teacher-made and book quizzes, tests, and projects relevant to material  **Study Island Suggestions:**  2. Literature Text  a. Textual Evidence in Literature  c. Theme or Central Idea in Literature  e. Setting  f. Characters  g. Plot | Suggested **Fiction Readings** from which to choose:  “Seventh Grade” by Gary Soto (OLL)  “Rikki-tikki-tavi” by Rudyard Kipling (page 26)  “Amigo Brothers” by Piri Thomas (page 134)  “All Summer in a Day” by Ray Bradbury (page 588)  “After 20 Years” by O Henry (page 426)  “The Luckiest Time of All” by Lucille Clifton (OLL) | **Fiction**  -short story  -characters (direct & indirect)  -conflict (external and internal  -plot (exposition, rising action, climax, falling action and resolution)  -setting  -mood  -point of view (1st person, 3rd person, omniscient, limited)  -theme (stated, implied and universal)  -dialogue  -foreshadowing  -irony  -tone  -making predictions  -making inferences and generalizations  -comparing characters  -annotating texts  -vocabulary building | **Grammar**  -Review 8 parts of speech (create student reference notebooks within the first two to three weeks of school – add to this notebook as needed throughout the school year – KEEP these notebooks INSIDE the classroom as reference guides)  -In-depth pronouns (antecedents, personal, demonstrative, interrogative, indefinite)  -Touch on nouns (common/proper, collective, compound)  **Writing**  -Introduce a topic  ­-Cite evidence  -Roots, suffixes, prefixes  - Context clues  **Study Island Suggestions:**  5. Writing  a. Introduce and Conclude Topics  d. Support and Develop Ideas  6. Language  d. Pronouns  e. Verbs  f. Spelling | **RL7.1**  Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students need to be able to find pieces of relevant evidence that not only support their thinking but are linked together to a common idea or conclusion. To do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading.  **RL7.2** Seventh grade students take notice of the author’s use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author’s theme over time within a text.  **W7.10 This standard simply encourages students to write.** Short Bursts of Writing throughout the 4 weeks (Type 1, 2, & 3) building students' positive attitude toward writing. This writing directly relates to RL6.1 and RI6.2. Start to introduce the vocabulary and concepts as it relates to inference, generalizations and analysis.Teachers may refer to the Learning Progressions and introduce higher order thinking using visuals. Teachers are building students’ confidence that they can do higher order thinking and it does not need to be on “paper.” |
| **UNIT 1 continued** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Fiction and Nonfiction continued  **Time Frame:**  **Quarter 1** in 7th grade ELA and Reading classes | **Informational (RI7.1): Key Ideas & Details -Text Analysis -E07.B-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  **Informational (RI7.2) –Key Ideas & Details- Main Idea: E07.B-K.2.1.1** 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.  **Language- Conventions- Language (L.7.1)- Conventions -**  **E07.D.1.1.6** Recognize and correct inappropriate shifts in verb tense.  **E07.D.1.1.8** Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).  **E07.D.1.1.9** Ensure subject-verb and pronoun-antecedent agreement**.** | ACE Strategy  Utilize several techniques to annotate text while reading informational text.  Use of graphic organizers  Close reading strategy  Think/Pair/Share  Daily PDNs  Daily visuals  TDQs  Various teacher-made and book quizzes, tests, and projects relevant to material  Use of Pearson Literature All in-One Workbook, Common Core Companion Workbook, Reading Kit to use as supplements.  Simple Solutions Workbook  **Study Island Suggestions:**  3. Informational Text  a. Textual Evidence in Informational Texts  b. Inferences and Generalizations in Informational Texts  c. Central Ideas  e. Individuals, Events, and Ideas | Suggested **Nonfiction readings** from which to choose:  “Life Without Gravity” by Robert Zimmerman (page 194)  “Harriet Tubman” web article (page 432)  “The Myth of the Outlaw” by Ruth M. Hamel (page 416)  “The Noble Experiment” by Jackie Robinson and Alfred Duckett | **Nonfiction**  -functional texts  -literary nonfiction  -Patterns of organization (chronological, spatial, compare-and-contrast, cause-and-effect, problem-and-solution)  -narrative nonfiction  -storytelling elements in narrative nonfiction  -forms of literary nonfiction  -types and purposes of nonfiction (expository, persuasive, narrative, descriptive, reflective, humorous, analytical)  -main idea  -supporting details | **Grammar**  -Touch on verbs (action, linking, helping)  -In-depth in verb tense (forms, irregular, subject/verb agreement)  - Review spelling (commonly confused words)  **Writing**  -Continue working on Introducing, citing, explaining  -Touch on concluding | **RI7.1** Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking but are linked together to a common idea or conclusion. To do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.  **RI7.2** At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text, and they observe how the details and examples work together to uphold the central idea. Seventh grade students should be able to summarize what they have read, free from their own opinions and bias. |
| **UNIT 2** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Drama and Poetry  **Time Frame:**  **Quarter 2** in 7th grade ELA and Reading classes | **Literature (RL7.3)- Key Ideas & Details - Literary Elements: E07.A-K.1.1.3** Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).  **Informational (RI7.3)- Key Ideas & Details - Text Analysis E07.B-K.1.1.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).  **Literature (RL7.5): Craft & Structure: Text Structure -E07.A-C.2.1.2**  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  **Informational (RI7.5): Craft & Structure- Text Structure -E07.B-C.2.1.2** Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.  **Writing: W.7.9 -Text Dependent Analysis- E07.E.1.1:** Draw evidence from literary or informational texts to support analysis and reflection.  **Writing: Informative/Explanatory Writing (W7.2) Eligible Content N/A-**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.  **Language (RL7.1)- Conventions –**  **E07.D.1.1.2** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  **E07.D.1.1.3** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  **E07.D.1.1.7** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | Continue annotating text  Continue building vocabulary  Use of graphic organizers  Close reading strategy  Think/Pair/Share  Think alouds  Daily PDNs  Various teacher-made and book quizzes, tests, and projects relevant to material  Begin practicing to construct TDAs using literature and information based Grade 7 ELA item samplers provided by PA Department of Ed.  Use of Pearson Literature All in-One Workbook, Common Core Companion Workbook, Reading Kit to use as supplements.  Simple Solutions Workbook  **Study Island Suggestions:**  2. Literature Text  i. Structure of Literature  j. Figurative Meanings in Literature  l. Rhymes and other Repeating Sounds  o. Multiple-Meaning Words | Suggested **Drama and Poetry** readings from which to choose:  “My Head is full of Starshine” a monologue by Peg Kehret (OLL)  “A Christmas Carol” by Charles Dickens (by Scholastic OR Pg. 468 & 502)  “The Monsters are Due on Maple Street” by Rod Sterling (Pg. 564)  Forms of Poetry (pages 328-347)  “Mother to Son” by Langston Hughes (pg. 345)  “Annabelle Lee” by Edgar Allan Poe (Pg. 366)  “Full Fathom Five” by William Shakespeare (pg 354)  “Stopping by Woods on a Snowy Evening” by Robert Frost (pg 365) | **Drama**  -playwright  -review of characters and plot  -stage directions  -dialogue  -set/scenery  -props  -acts/scenes  -comedy  -tragedy  -tragic hero  -screenplays  -teleplays  -radio plays  -conflict in drama  -monologue  -soliloquy  -aside  **Poetry**  -lines  -stanzas  -stanza break  -refrain  -variations  -rhyme  -rhyme scheme  -sound devices  -denotation  -connotation  -imagery  -figurative language | **Grammar**  - Adjectives and Adverbs (modifiers, comparison, irregular)  -Sentence Parts (subjects/predicates, compound subjects and predicates)  -Sentence Structure  -4 types of sentences  -Sentence combining  -Fragments, Run-Ons (misplaced modifiers, double negatives)  **Writing**  -Explanatory/Informational  - Transitions  -TDAs  **Study Island Suggestions:**  4. Writing  b. Task, Purpose, and Audience  e. Transitions  5. Language  b. Varied Sentence Structure  c. Misplaced and Dangling Modifiers | **RL7.3** Seventh grade students read the text closely to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. To do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.  **Informational (RI7.3)- Key Ideas & Details - Text Analysis E07.B-K.1.1.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).  **RL7.5** Seventh grade students pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. To do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge of a particular structure to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds, as well as guided practice and guiding questions to help them fully develop this skill.  **RI 7.5** Seventh grade students pay attention to writing structures. They observe how a composition is built of many sections that must cohesively link together to deliver a writer’s broader point. To further this understanding, students need exposure to a wide range of informational texts with a variety of organizational structures. They might work with a partner or a group with one particular text to explain the relationship between the sections and how the sections connect to cover a whole topic.  **W7.9** Using Graphic Organizer for Text Dependent Analysis (teaching analysis using Learning Progressions). At this time, teachers are not asking students to produce a large paper. Rather, teachers are modeling and guiding students through the process of analysis using short texts or visuals. A graphic organizer should be used as well as the Learning progressions to set goals and provide specific feedback to all students. |
| **UNIT 3** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| Unit Focus: Argument Text  Graphic Novel (optional)  Time Frame:  **Quarter 3** in 7th grade ELA and Reading classes | **Literature (RL7.6)- Craft & Structure- Point of View: E07.A-C.2.1.1:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  **Informational (RI7.6)- Craft & Structure- Point of View- E07.B-C.2.1.1** 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  **Literature (RL7.9) - Integration of Knowledge of Ideas-Analysis Across Texts- E07.A-C.3.1.1** 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.  **Informational (RI7.9): Integration of Knowledge and Ideas- Analysis Across Texts-** **E07.B-C.3.1.2-** 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.  **Informational (RI7.8): Integration of Ideas-E07.B-C.3.1.1** 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.  **Argumentative Writing (W7.1) Eligible Content N/A:** 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 relevant evidence, using accurate, 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.  **Language- Conventions- Language (L.7.1)- Conventions -**  **E07.D.1.1.1** Explain the function of phrases and clauses in general and their function in specific sentences.  **Language (RL7.2) - Conventions -**  **E07.D.1.2.1** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  **E07.D.1.2.3** Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.  **E07.D.1.2.4** Use punctuation to separate items in a series. | Continue annotating text  Continue building vocabulary  Use of graphic organizers  Close reading strategy  Think/Pair/Share  Think alouds  Daily PDNs  Various teacher-made and book quizzes, tests, and projects relevant to material  Continue constructing TDAs using suggested literature and information-based Grade 7 ELA item samplers provided by PA Department of Ed.  Use of Pearson Literature All in-One Workbook, Common Core Companion Workbook, Reading Kit to use as supplements.  Simple Solutions Workbook  **Study Island Suggestions:**  2. Literature Text  h. Point of View and Purpose in Literature  3. Informational Text  f. Point of View and Purpose in Informational Texts  m. Evaluate Arguments | Suggested **Argument readings** from which to choose:  “Zoos: Joys or Jails?” from Teen Ink (pg 539 AND “Kid Territory: Why Do We Need Zoos?” by San Diego Zoo Staff (pg 541)  “Veteran Returns, Becomes Symbol” (OLL)  “Reviews of *A Christmas Carol*” (OLL)  **Graphic Novel Options:**  1-*Hey, Kiddo: A Graphic Novel,* by Jarrett J. Krosoczka  2-*A Wrinkle in Time The Graphic Novel,* by Madeleine L’Engle’s  3-*New Kid,* by Jerry Craft | **Argument Text**  -pros and cons  -argument  -claim  -counterclaim  -reasoning  -evidence  -facts and opinions  -credibility  -warrant  -pathos  -logos  -ethos  -persuasion  -Persuasive vs. Argumentative  -author’s purpose  -deeper dive into point of view | **Grammar**  -Phrases and Clauses (prepositions, appositives, verbals, adjective, adverb)  - Punctuation (end marks, commas, semicolons, hyphens, apostrophes, quotation marks)  - Conjunctions  - Interjections  - Connotation and Denotation  **Writing**  -TDA  - Argumentative  - Organize ideas  **Study Island Suggestions:**  4. Writing  c. Organizing Ideas  f. Style  5. Language  g. Punctuation h. Capitalization | **RL7.6** Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters’ points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.  **RI 7.6** Seventh grade students continue to investigate the author’s point of view and purpose for writing. They notice how the author makes their point of view unique from the opinions of others. This work might require students to read several pieces of text around a particular topic, noting how author’s approach the topic differently.  **RI7.8** Seventh grade students understand that arguments need to be supported with evidence. They read the text closely in order to determine which textual segments most strongly support the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to sort the evidence. They may wonder: "Is the evidence relevant and strong or pointless and weak? Has the author provided enough evidence to support their claim?" |
| **Unit 4** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Reading a novel  Oral Tradition (optional)  **Time Frame:**  **Quarter 4** in 7th grade ELA and Reading classes | **Literature (RL7.4)- Craft & Structure Vocabulary Analysis- E07.A-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.  **Informational (RI7.4) – Craft & Structure- Vocabulary Analysis -E07.B-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.  **Literature (RL7.7): Integration of Knowledge & Ideas-PA Eligible Content N/A** 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).  **Informational (RI7.7): Integration of Knowledge & Ideas** -P**A Eligible Content N/A** 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).  **Narrative Writing (W7.3) Eligible Content N/A:** Write narratives 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 capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.7.4.A](http://www.corestandards.org/ELA-Literacy/L/7/4/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.  [CCSS.ELA-LITERACY.L.7.4.D](http://www.corestandards.org/ELA-Literacy/L/7/4/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). | Continue annotating text  Continue building vocabulary  Use of graphic organizers  Close reading strategy  Think/Pair/Share  Think alouds  Daily PDNs  Various teacher-made and book quizzes, tests, and projects relevant to material | **Choose at least 1 novel:**  1-*Roll of Thunder, Hear My Cry,* by Mildred D. Taylor  2-*Where the Red Fern Grows,* by Wilson Rawls  3-*The Witch of Blackbird Pond*, by Elizabeth George Spear  4-*Divergent,* by Veronica Roth  5-*The Maze Runner,* by James Dashner  6-*Out of My Mind,* by Sharon M. Draper  7-*Esperanza Rising,* by Pam Munoz Ryan  8-*Piecing Me Together,* by Renee Watson  9-*Zodiac,* by Romina Russel  Here are three shorter, lower-level novels if needed:  10-*Shiloh,* by Phyllis Reynolds Naylor  11-*The Lemonade War,* by Jacqueline Davies  12-*The Watsons Go to Birmingham – 1963,* by Christopher Paul Curtis  **There is ALSO the option of a graphic novel as noted in Quarter 3.** | -review of literary elements  -character development  -purpose/audience  -theme development  -compare/contrast  -interpretation  -how text connects to the reader  -book review  -compare and contrast various mediums  -analyze structure and context of words | **Grammar**  -Multiple-Meaning words  - Revision  -word context  **Writing**  -Narrative Writing  - Editing, Proofreading  **Study Island Suggestions:**  4. Writing  g. Precise Language and Sensory Details  Post-Test | **RL. 7.4** Seventh grade students strengthen their ability to understand the meaning of an author’s words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples of how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary and mythological allusions) in context.  Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  **RI 7.4** Seventh grade students strengthen their ability to understand the meanings of words. Because words have multiple meanings, students must work to understand how the multiple and varied meanings influence the text. Instruction in this area can address how students may use their knowledge of word parts to determine the meaning of an unknown word or provide strategies for using context clues. Furthermore, students notice that some words and phrases have deeper meanings, requiring further investigation. To do this work, students may keep a running list of figurative language found in a text with inferences describing their meaning. They may also list what comes to mind when they hear a particular word to investigate its varying connotations. Students will observe how word choice affects meaning and tone within a text. This may require repeated teacher modeling through think-alouds and guided practice. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  **RL7.7** Seventh grade students build an understanding of how content differs because of the medium in which it is presented. To do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique.  **RI 7.7** Seventh grade students build an understanding of how content differs depending on the medium in which it is presented. To do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, then in another way, via a live viewing. Seventh grade students will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text. |

**Overarching Standards:**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/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.

[CCSS.ELA-LITERACY.SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/)

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

[CCSS.ELA-LITERACY.SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/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.

[CCSS.ELA-LITERACY.SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/)

Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.5.. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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 [here](http://www.corestandards.org/ELA-Literacy/L/7/) for specific expectations.)

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-LITERACY.L.7.4.C](http://www.corestandards.org/ELA-Literacy/L/7/4/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.

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.

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.)

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 [here](http://www.corestandards.org/ELA-Literacy/L/7/).)

W.7.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.7.9.A](http://www.corestandards.org/ELA-Literacy/W/7/9/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").

[CCSS.ELA-LITERACY.W.7.9.B](http://www.corestandards.org/ELA-Literacy/W/7/9/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").