

# Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking and Listening, Language

## Grade 7



## Grade 7 English Language Arts: Description

The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students.

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's comprehensive seventh grade Language Arts curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research.

The 7<sup>th</sup> grade reader deepens their knowledge of texts by: analyzing literary components, examining text structures, developing vocabulary knowledge through context, and applying literary lenses. Some of the authors that the 7<sup>th</sup> graders study include: Gish Jen, Alice Munro, Kurt Vonnegut, e.e. cummings, Langston Hughes, William Carlos Williams, Saki, and Gary Soto.

The 7<sup>th</sup> grade writer develops their competency in many types of writing including: narrative, informational, and argumentative forms. Students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision.

This course demands increased application of developing literacy skills and intellectual reasoning.

## Grade 7 Language Arts: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none"> <li>• Students comprehend and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard.</li> <li>• Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations.</li> <li>• Students listen actively, synthesizing the ideas of others, and responding appropriately to generate meaningful discourse.</li> <li>• Students adhere to the language and conventions of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I become part of a community of readers and writers?</li> <li>• How do readers interpret and evaluate characters and themes in a wide variety of literary texts?</li> <li>• How do writers use the writing process as a tool for developing and expressing ideas in a variety of forms?</li> <li>• How do I do a “close-reading” of a visual text?</li> <li>• How do readers think critically about characters and setting (historical period) using historical fiction texts?</li> <li>• How do oral expressions of writing (theater, movies, etc.) add to their meaning and impact?</li> <li>• What are the elements of an effective argument?</li> <li>• How do I develop a counter-claim?</li> <li>• How do writers use a variety of devices and techniques to craft complex characters?</li> <li>• How does setting impact the development of complex characters?</li> <li>• How do writers study and learn an author’s craft to apply the techniques in their own writing?</li> <li>• How do readers transfer effective, efficient reading strategies and practices to preparing to take tests?</li> <li>• How do readers synthesize information in order to answer short-answer, open-ended questions?</li> <li>• How do readers collaborate to appreciate multiple perspectives and use those perspectives to shape an individual interpretation?</li> <li>• How do grammar, usage, and mechanics impact a writer’s message?</li> <li>• How do I evaluate the strengths and weaknesses of my own literacy growth and development?</li> </ul>

## Grade 7 Language Arts: Overview

### Grammar, Usage, Mechanics, and Vocabulary:

Grammar, usage, and mechanics concepts and skills that are to be taught during the 7<sup>th</sup> grade year are outlined in the grammar scope and sequence, and are aligned to meet Connecticut Core Standards for Language. New concepts include, but are not limited to: the function of phrases and clauses; placing phrases and clauses within a sentence; recognizing and correcting misplaced and dangling modifiers; and the correct use of commas to separate coordinate adjectives. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study is systematic, designed by teachers, and embedded into each unit of study. The focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students are taught advanced “word attack” strategies that include using context clues and using grade appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature (e.g. *indirect characterization*, *foil*, *protagonist*, etc). Lists of these Tier 3 words are developed before each unit.

### The Portfolio

The Fairfield Public Schools value active and self-reflective learning. To that end, all 7<sup>th</sup> graders assemble a culminating portfolio – a purposeful collection of their work that demonstrates their growth and progress as readers, writers, and thinkers over time. Students also write a final reflection of their academic development throughout their 7<sup>th</sup> grade year. This final portfolio is sent home and students review their work with their parents. This culminating portfolio is then sent on to the student’s 8<sup>th</sup> grade Language Arts teacher. As students begin their 8<sup>th</sup> grade year, this portfolio serves as a valuable resource for both student and teacher as they collaborate on setting reading and writing goals for the coming year.

### Teacher Resources

*Mastering the Mechanics Grades 6-8* by L. Hoyt and T. Therriault  
*Image Grammar*, 2<sup>nd</sup> Edition by H. Noden  
*Nitty Gritty Grammar Book* by E. Fine and J. Josephson  
*Words, Words, Words Teaching Vocabulary 4-12* by J. Allen  
*Bringing Words to Life: Robust Vocabulary Instruction* by I. Beck, M. McKeown, and L. Kucan  
E.D. Hirsch’s Core Knowledge® Sequence: List of Latin and Greek Words for Grade 7

**Grade 7 Language Arts: Year-at-a-Glance**

<b>Unit Title</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar/Usage/Mechanics Focus</b>	<b>Summative Assessments</b>
Launch	Habits and dispositions: Establishing the Reader's Notebook	Habits and dispositions: Establishing the Writer's Notebook	Review and Diagnostics of 6 <sup>th</sup> grade concepts	Journal or Reader'/Writer's Notebook Entries
Close Reading of Short Texts Across Media	Focus on annotating multi-modal texts for close reading. Analysis of author craft in short texts	Formalizing written response to close readings	Commas with an opening element and coordinate adjectives Interrupters Singular subject-verb agreement	Informational writing
				Reading Comprehension Assessment
The Art of Argument – Research Based Reading and Writing	Reading Arguments: focus on craft and structure	Developing, supporting, testing and revising an argument	Phrases and Clauses Pronouns Antecedents Gerunds	Argumentative writing
Analyzing the Interplay between Character and Setting Across Media	Analyzing Complex Characters: (Emphasis on setting and events that impact character development)	Developing a Complex character in a narrative	Apostrophe Singular possessive nouns Comma in a series Auxiliary verbs	Narrative writing
Reading Short Texts and Writing On Demand: Test Prep	Responding to reading comprehension questions	Writing in a timed situation	Review of SBAC/CCSS grammar, usage, and mechanics	
				Reading Comprehension Assessment
Text Based Discourse: Deepening Comprehension Across Genres	Analyzing thematic patterns across genres	Developing, supporting, testing and revising a controlling idea/thesis	Captions Sentence Fluency and Variety Colons and Semicolons	Informational writing

Analyzing Historical Fiction – Reading Through the Lens of History	Reading multi-modal texts Applying the lens of <i>historical criticism</i>	Manipulating history - crafting fictional	Sentence fragments Dangling Modifiers Plural subject-verb agreement Plural Possessives Indefinite pronouns	Historical Fiction Narrative
				Reading Comprehension Assessment
Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflection	Review and self-assessment	Final Portfolio – Written Reflection

## Launch

### Overview

As students begin their 7<sup>th</sup> grade year, they arrive knowledgeable about the essential reading and writing skills and routines of the middle school Language arts classroom. Students know how to select books; they pay attention to characters and to story elements in the stories they read; and they envision, predict, develop theories, and think across books as they read. In this opening unit, students will learn to self-initiate in ways that allow them to draw upon their repertoire of strategies preparing them to read increasingly complex texts for more analytic purposes. Towards the end of the unit, 7<sup>th</sup> graders learn how to craft a formal, expository response to their reading.

Over all, in the opening of the year, we want our students to know that reading and writing and thinking critically and creatively about what they read and write can change their lives.

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, Mechanics, And Vocabulary Focus</b>
<ul style="list-style-type: none"><li>• Take charge of reading by using tracking systems</li><li>• Apply appropriate strategies to comprehend texts and build reading stamina</li><li>• Make appropriate book choices based on readability and interest</li><li>• Apply appropriate strategies to comprehend text and build stamina</li><li>• Set personal goals for reading</li><li>• Rely on partnerships to discuss their reading</li><li>• Provide evidence of thinking while reading</li><li>• Review author’s purpose: point of view and what the author wants the reader to consider</li></ul>	<ul style="list-style-type: none"><li>• Review past writing (portfolios) to set personal goals for writing</li><li>• Establish routines for use of Writing Notebook<ul style="list-style-type: none"><li>○ Gatherings ideas for writing</li><li>○ Where and when we write</li><li>○ Variety of entries for different purposes</li><li>○ Establish routines for writing about reading:</li><li>○ Annotating text</li><li>○ Journal/reader’s response entries</li></ul></li><li>• Develop stamina for writing</li><li>• Study conventions to increase clarity and precision</li><li>• Organize, draft, revise, and edit writing pieces to improve message and fluency</li></ul>	<p><u>Review / Reteach</u></p> <ul style="list-style-type: none"><li>• End punctuation</li></ul> <p><u>New Teaching:</u></p> <ul style="list-style-type: none"><li>• Unit-specific vocabulary</li><li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li></ul>

## Connecticut Core Standards Emphasized in the Unit

### READING

#### Key Ideas and Details

**RL.7.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### Craft and Structure

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.7.5** Analyze how a drama's or poem's form or structure contributes to its meaning

### WRITING

#### Text Types and Purposes

**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.

**W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.7.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

**W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2e** Establish and maintain a formal style.

**W.7.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### SPEAKING & LISTENING

#### Comprehension and Collaboration

**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.



**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

## **LANGUAGE**

### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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.

## Close Reading of Short Texts Across Media

### Overview

Close reading means reading to uncover layers of meaning that lead to deep comprehension. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details.

In this unit of study, students will develop their analytical skills as they notice more in the texts they read—and become more nuanced in their language, sharpening their minds for analytical thinking across any text. They will read closely, analyzing how texts develop similar themes and draw the reader’s attention to complex issues. As the unit progresses, students develop a literary essay analyzing the ideas, the themes, and the implications of the texts they are reading.

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, Mechanics, And Vocabulary Focus</b>
<ul style="list-style-type: none"><li>• Consider the various perspectives of characters and readers and the points of view they may bring to what an event means</li><li>• Support ideas with evidence from the text - mark, collect, and ponder moments in the text that support ideas.</li><li>• Compare texts that share similar themes</li><li>• Identify new texts, both literary and nonfiction that deal with similar ideas or themes</li><li>• Analyze the differences in setting—in the time and place where stories occur—and how those affect the way a theme or idea develops</li><li>• Analyze the ways that authors craft stories to create meaning</li></ul>	<ul style="list-style-type: none"><li>• Use summaries to introduce controlling idea and provide background information on character and conflict</li><li>• Use the knowledge of the structure of the essay to organize ideas</li><li>• Provide text evidence in the form of direct quotes and paraphrasing to support the controlling idea</li><li>• Organize text evidence logically within and between paragraphs</li><li>• Improve drafts as a result of feedback.</li><li>• Edit work carefully to eliminate errors and communicate ideas clearly and concisely</li></ul>	<ul style="list-style-type: none"><li>• Commas with an opening element</li><li>• Interrupters</li><li>• Coordinate adjectives</li><li>• Singular subject-verb agreement</li><li>• Unit-specific vocabulary</li><li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li></ul>

## Connecticut Core Standards Emphasized in the Unit

### READING

#### Key Ideas and Details

**RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Integration of Knowledge and Ideas

**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).

**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.

### WRITING

#### Text Types and Purposes

**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.

**W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.7.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

**W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2e** Establish and maintain a formal style.

**W.7.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and Distribution of Writing**

**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.

**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.

### **Research to Build and Present Knowledge**

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **SPEAKING & LISTENING**

#### **Comprehension and Collaboration**

**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.

**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

### **LANGUAGE**

### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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.

## The Art of Argument – Research Based Reading and Writing

### Overview

In this unit of study, students will learn to build convincing arguments and write essays in which they stake a claim, support that claim with research, balance evidence and analysis, evaluate and cite the research they use, and persuade their readers to shift their beliefs or take action. The Connecticut Core Standards emphasize students’ ability to hold one argument up for evaluation while also being able to articulate the counterargument. Students will practice evidence-based argument – drawn from their reading – debating their interpretations, weighing the best evidence to support their claims, and comparing and contrasting texts. Also, students will learn about logical principles and logical fallacies as they develop their argument to engage their readers.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence sufficient</li> <li>• Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts</li> <li>• Identify author and source bias</li> </ul>	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and the evidence logically</li> <li>• Consider controversial issues and questions about which they are most passionate about in order to select an editorial topic</li> <li>• Use personal experience, those of acquaintances, and text and Web sites to gather information related to their editorial topic</li> <li>• Organize their information and ideas in a manner appropriate to their topic and audience</li> <li>• Outline their arguments and then draft them in a manner that incorporates appropriate argumentative text</li> </ul>	<ul style="list-style-type: none"> <li>• Phrases and Clauses</li> <li>• Capitalization rules</li> <li>• Pronouns</li> <li>• Antecedents</li> <li>• Gerunds</li> <li>• Unit-specific vocabulary</li> <li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li> </ul>

	<p>elements</p> <ul style="list-style-type: none"> <li>• Put themselves in the position of their audience in order to reread and revise their argument</li> <li>• Recognize the importance of leads and conclusions in arguments. Possible leads: quotation, statistics, descriptive, anecdote, imaginative and direct Possible conclusions: look to the future, end with a summary, quote, call to action</li> </ul>	
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**Connecticut Core Standards Emphasized in the Unit**

**READING**

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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).

**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.

**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.

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.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).

**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.

**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.

**WRITING**



### **Text Types and Purposes**

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7.1d** Establish and maintain a formal style.

**W.7.1e** Provide a concluding statement or section that follows from and supports the argument presented.

### **Production and Distribution of Writing**

**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.

**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.

### **Research to Build and Present Knowledge**

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **SPEAKING & LISTENING**

#### **Comprehension and Collaboration**

**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.

**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

## **LANGUAGE**

### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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.

## Analyzing the Interplay Between Character and Setting

### Overview

Understanding character is the very heart of what readers must do when they read fiction. In fact, “characterization” is often cited as one of the most powerful literary elements. A character’s beliefs, feelings and thoughts are the glue that holds the story together. In this unit of study, students will analyze how authors create characters and develop settings that combine to develop multi-layered themes. As the unit progresses, students will then create a fictional narrative where they apply their understanding of these techniques.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"> <li>• Identify what the author says directly about characters</li> <li>• Make inferences about characters, based on dialogue, description, and actions. Teacher models this with shared text</li> <li>• Define the issues faced by the character and his/her response to the issue in their independent reading texts</li> <li>• Share their analysis of their character’s issues with the class in order to see similarities/differences</li> <li>• Explore the process of building a character, based on their independent reading</li> <li>• Analyzing moments when characters act “out of the ordinary”</li> <li>• Examine the motivation of the character’s actions</li> <li>• Analyze objects that reveal character</li> <li>• Analyze character development by</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to generate ideas about a character (lists, free writes, sketches, character maps, t-charts)</li> <li>• Develop character by considering the qualities of their character</li> <li>• Consider the specific audience for their writing</li> <li>• Combine ideas in meaningful ways (may address variety of sentences)</li> <li>• Draw upon or reading and personal experiences to develop characters</li> <li>• Reflect on their strengths and weaknesses as readers and writers</li> <li>• Create and develop realistic narrative moments for our characters</li> <li>• Consider and implement the most effective point of view for their writing</li> <li>• Write provocative leads which acknowledge the situation which necessitates action and</li> <li>• Use a consistent, personal voice in their</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophe</li> <li>• Singular possessive nouns</li> <li>• Comma in a series</li> <li>• Auxiliary verbs</li> <li>• Unit-specific vocabulary</li> <li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li> </ul>

<p>identifying how others respond to and interact with the character</p> <ul style="list-style-type: none"> <li>• Identify character traits of characters and give specific examples of how characters grow and develop</li> <li>• Determine how the setting affects the characters' thoughts, feelings and actions</li> <li>• Independently practice active reading strategies with independent reading on a daily basis. (summarizing, predicting, visualizing, and note-taking)</li> <li>• Recognize that characters can have different perspectives of the same situation</li> <li>• Formulate their own interpretive questions as they read</li> <li>• Read with stamina in independent narrative texts in order to notice perspective, feelings, and to make connections</li> </ul>	<p>writing</p> <ul style="list-style-type: none"> <li>• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> </ul>	
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Connecticut Core Standards Emphasized in the Unit
<p><b>READING</b></p> <p><b>Key Ideas and Details</b></p> <p><b>RL.7.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.7.3.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>

**Craft and Structure**

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

**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).

**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.

**WRITING****Text Types and Purposes**

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

**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.

**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.

### **Research to Build and Present Knowledge**

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **SPEAKING & LISTENING**

#### **Comprehension and Collaboration**

**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.

**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

### **LANGUAGE**

#### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

**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.



## Reading Short Texts and Writing On Demand: Test Prep

### Overview

This micro-unit is to prepare students for the upcoming SBAC assessments for reading and writing. A major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"><li>Review of test taking Reading Strategies</li></ul>	<ul style="list-style-type: none"><li>Review of timed writing strategies</li></ul>	<ul style="list-style-type: none"><li>Review SBAC Grammar and usage</li></ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details

**RL.7.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

##### Craft and Structure

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Integration of Knowledge and Ideas

**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).

**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.

### **Key Ideas and Details**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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).

### **Craft and Structure:**

**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.

**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.

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas:**

**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).

**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.

**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.

### **Range of Reading and Level of Text Complexity:**

**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.

## **WRITING**

### **Text Types and Purposes**

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

**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.

**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.

### **Research to Build and Present Knowledge**

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **SPEAKING & LISTENING**

#### **Comprehension and Collaboration**

**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.

**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

## **LANGUAGE**

### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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.

## Text Based Discourse - Deepening Comprehension Across Genres

### Overview

The focus of this unit is for students to integrate and evaluate content that is presented in diverse media and formats and to analyze how characters, ideas, and themes are treated across genres such as drama, film, and art. The Connecticut Core Standards repeatedly call for students to develop the analytical skills necessary to think across texts – making comparisons and connections as they do. Students will focus specifically on how authors, artists, and directors make decisions about how to craft their work, and how these authorial choices affect theme and meaning. As the unit progresses, students learn to write a sophisticated comparative literary essay about two texts exploring their insights and understanding.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"><li>• Analyze the structures of a text including: characterization, point of view, symbolism, and language</li><li>• Analyze why an author may have crafted a text or section of text in a particular way</li><li>• Use domain specific vocabulary germane to the analysis of specific genres (art, drama, film)</li><li>• Prepare for discussions, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue</li><li>• Review the key ideas expressed, and demonstrate understanding of multiple perspectives</li><li>• Support ideas using evidence from the text</li><li>• Revise and deepen thinking based on the ideas of others</li></ul>	<ul style="list-style-type: none"><li>• Develop a controlling idea for our writing by reviewing our reading notes and noticing patterns in our thinking and those times when our ideas become most visible</li><li>• Sharpen our controlling idea into a clear thesis</li><li>• Support a controlling idea with clear reasons, specific details and examples, as well as direct quotations from the text</li><li>• Elaborate on important points and details</li><li>• Develop and strengthen writing as needed by revising and editing, focusing on how well purpose and formal audience have been addressed</li><li>• Maintain focus in their writing</li><li>• Use a consistent voice in their writing</li><li>• Revise and edit work carefully to</li></ul>	<ul style="list-style-type: none"><li>• Captions</li><li>• Sentence Fluency and Variety</li><li>• Colons and Semicolons</li><li>• Unit-specific vocabulary</li><li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li></ul>

	eliminate errors and communicate ideas clearly, concisely, and precisely	
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### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details

**RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### Craft and Structure

**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Integration of Knowledge and Ideas

**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).

**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.

##### Key Ideas and Details

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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).

##### Craft and Structure:

**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.

**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.

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas:**

**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).

**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.

**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.

**Range of Reading and Level of Text Complexity:**

**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.

**WRITING**

**Text Types and Purposes**

**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.

**W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.7.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

**W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2e** Establish and maintain a formal style.

**W.7.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Production and Distribution of Writing**

**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.



### **Research to Build and Present Knowledge**

**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.

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **SPEAKING& LISTENING**

#### **Comprehension and Collaboration**

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**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

### **LANGUAGE**

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**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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

## Analyzing Historical Fiction – Reading Through the Lens of History

### Overview

Inevitably, characters in historical fiction texts live in places where our students have not lived, and in times they have not known. A study of historical fiction provides readers with the skills and strategies needed to tackle this complex genre. Readers of this genre must learn to figure out the nature of the setting, the ways people lived, the events they experienced, and cultures they were part of. Readers also examine how and why authors use and/or alter history to tell their stories. In this unit, readers will position themselves to analyze how time and place have contributed to character development and how characters act/react to other characters and historical tensions. This unit pushes students to read through several lenses and across genres and mediums.

As the unit progresses, students will develop their own historical narrative applying the elements of what they have learned to their own writing.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"> <li>• Compare and analyze fictional and historical portrayals of time, place, events and people in order to better understand the development of complex characters and more sophisticated plots</li> <li>• Compare and analyze fictional and historical texts to draw inferences about how and why authors of historical fiction use and/or alter history</li> <li>• Closely reread text paying attention to how small details help readers infer themes and big ideas</li> <li>• Compare two or more pieces of literature (picture book, short story,</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a historically accurate and compelling historical narrative using mentor texts</li> <li>• Develop believable characters by focusing on motivation</li> <li>• Maintain focus in their writing.</li> <li>• Use a consistent, personal voice in their writing</li> <li>• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence fragments</li> <li>• Dangling Modifiers</li> <li>• Plural subject-verb agreement</li> <li>• Plural Possessives</li> <li>• Indefinite pronouns</li> <li>• Unit-specific vocabulary</li> <li>• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)</li> </ul>

<p>poem, novel) to analyze how authors use a time period to illustrate a theme, and to compare how different authors write within a time period</p> <ul style="list-style-type: none"> <li>• Infer authors' points of view by analyzing perspectives taken by characters in a text</li> <li>• Explore themes across texts and time periods</li> <li>• Hold idea-based conversations with peers in order to think more deeply about text</li> <li>• Write about reading to expand and develop ideas</li> </ul>		
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**Connecticut Core Standards Emphasized in the Unit**

**READING**

**Key Ideas and Details**

**RL.7.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Craft and Structure**

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

**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).

**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.

## **WRITING**

### **Text Types and Purposes**

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

**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.

**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.

### **Research to Build and Present Knowledge**

**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.

**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.

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

**W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a

historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

## **SPEAKING & LISTENING**

### **Comprehension and Collaboration**

**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.

**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.

**SL.7.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

## **LANGUAGE**

### **Conventions of Standard English**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

**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.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.

**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*).

**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.

**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).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**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.

## Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy

### Overview

Reading and writing truly does change the way that we look at the world. At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

They review reading logs and notebooks as well as their writing folders to identify specific examples of how their reading and writing lives have developed.

The end of the year is an important time for students, parents, and teachers to celebrate achievements – this unit proves the opportunity to do just that.

Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading. Therefore, as the school year comes to a close, this is an important time for students to craft plans for their reading and writing lives over the summer. Students consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents and students decide on ways to measure the successful implementation of their plans.

The concluding lesson for all students is that one of the best ways to keep their summer reading lives exciting is to be passionate about whatever it is they plan to read.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, And Vocabulary Focus
<ul style="list-style-type: none"><li>• Evaluate contents of literacy folder to determine portfolio entries</li><li>• Create a portfolio that demonstrates progress towards literacy goals and evidence of growth</li><li>• Articulate their evolution as writers and readers by sharing their portfolio with</li></ul>	<ul style="list-style-type: none"><li>• Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language</li></ul>	<ul style="list-style-type: none"><li>• Review of major concepts</li></ul>



<p>parent/guardian</p> <ul style="list-style-type: none"> <li>• Analyze independently a theme common to more than one text</li> <li>• Provide textual evidence to support interpretations of themes in their independent reading</li> <li>• Choose personally challenging independent reading selections and reflect upon these choices</li> <li>• Create personal meaning from their independent reading</li> </ul>		
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**Connecticut Core Standards Emphasized in the Unit**

**READING**

**Key Ideas and Details**

**RL.7.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Craft and Structure**

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

**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).

**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.

**Key Ideas and Details**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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).

**Craft and Structure:**

**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.

**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.

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas:**

**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).

**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.

**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.

**Range of Reading and Level of Text Complexity:**

**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.

**WRITING****Text Types and Purposes**

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an

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