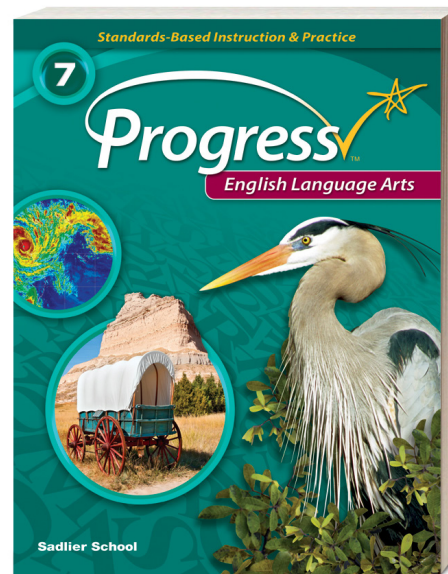


Standards-Based Instruction & Practice

## *Progress English Language Arts*

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 7

Grade 7



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Progress English Language Arts Grade 7	Gwinnett Co. AKS: 7 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
<p><b>Unit 1 Reading Literature: Key Ideas and Details</b></p>		
<ul style="list-style-type: none"> <li>Drawing Inferences: “Courage in the Water” (Realistic Fiction)—pp. 12-19 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.1</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE7RL1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> <li>Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20-27 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.2</b> determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p><b>ELAGSE7RL2</b> Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<ul style="list-style-type: none"> <li>Analyzing Literary Elements: “Into the Unknown” (Multi-Act Play)—pp. 28-35 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.3</b> analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p>	<p><b>ELAGSE7RL3</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>
<ul style="list-style-type: none"> <li>Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36-41 Comprehension Check</li> </ul>	<p><b>7LA.A.1</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>7LA.A.2</b> determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text <b>7LA.A.3</b> analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) <b>7LA.A.9</b> 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, by the end of grade 7</p>	<p><b>ELAGSE7RL1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE7RL2</b> Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text. <b>ELAGSE7RL3</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). <b>ELAGSE7RL10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<ul style="list-style-type: none"> <li>Connect Across Texts: Analyze Literary Elements/Return to the Essential Question—p. 42</li> </ul>	<p><b>7LA.A.1</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>7LA.A.2</b> determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text <b>7LA.A.3</b> analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) <b>7LA.A.8</b> 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 of different cultures use or alter history <b>7LA.D.30.a</b> 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  <i>continued on next page</i></p>	<p><b>ELAGSE7RL1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE7RL2</b> Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text. <b>ELAGSE7RL3</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). <b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <b>ELAGSE7SL1.a</b> 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.  <i>continued on next page</i></p>

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### Unit 1 Reading Literature: Key Ideas and Details

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	<p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p>	<p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>
<ul style="list-style-type: none"> <li>Language: Greek and Latin Affixes—p. 43 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.39.b</b> use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</p>	<p><b>ELAGSE7L4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>
<ul style="list-style-type: none"> <li>Unit 1 Review: "The Drummer's Courage"/ "The Story of Hua Mulan"—pp. 44–46</li> </ul>	<p><b>7LA.A.1</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>7LA.A.2</b> determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p> <p><b>7LA.A.3</b> analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p><b>7LA.E.39.b</b> use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</p>	<p><b>ELAGSE7RL1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE7RL2</b> Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>ELAGSE7RL3</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p><b>ELAGSE7L4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>

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### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

<ul style="list-style-type: none"> <li>Read a Student Model/Write a Nonfictional Narrative—pp. 50–53 Analyze a student model • Organize and draft a nonfictional narrative</li> </ul>	<p><b>7LA.C.22</b> write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>7LA.C.22.a</b> 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</p> <p><b>7LA.C.22.b</b> use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>ELAGSE7W3.a</b> 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.</p> <p><b>ELAGSE7W3.b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p style="text-align: center;"><i>continued on next page</i></p>
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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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	<p><b>7LA.C.22.c</b> use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p><b>7LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>7LA.C.22.e</b> provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE7W3.c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>ELAGSE7W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE7W3.e</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>ELAGSE7W5</b> 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 grade7.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<ul style="list-style-type: none"> <li>Language: Function of Phrases and Clauses—pp. 54–55 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.36.a</b> explain the function of phrases and clauses in general and their function in specific sentences</p>	<p><b>ELAGSE7L1.a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p>
<ul style="list-style-type: none"> <li>Language: Word Relationships (synonyms, antonyms, and analogies)—pp. 56–57 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.40.b</b> use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words</p>	<p><b>ELAGSE7L5.b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Discuss the Essential Question—p. 58 Did I? Checklist (rules for being a good speaker and a good listener)</li> </ul>	<p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.b</b> follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

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	<p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p> <p><b>7LA.D.33</b> present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p><b>7LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>ELAGSE7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>ELAGSE7SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> <li>Unit 2 Review/Assignment (prepare a final draft)—pp. 59–60</li> </ul>	<p><b>7LA.C.22</b> write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>7LA.C.22.a</b> 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</p> <p><b>7LA.C.22.b</b> use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p><b>7LA.C.22.c</b> use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p><b>7LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>7LA.C.22.e</b> provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>ELAGSE7W3.a</b> 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.</p> <p><b>ELAGSE7W3.b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>ELAGSE7W3.c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>ELAGSE7W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE7W3.e</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>ELAGSE7W5</b> 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 grade7.)</p> <p><b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

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	<p><b>7LA.D.34</b> include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p> <p><b>7LA.E.36.a</b> explain the function of phrases and clauses in general and their function in specific sentences</p> <p><b>7LA.E.40.b</b> use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words</p>	<p><b>ELAGSE7SL5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>ELAGSE7L1.a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>ELAGSE7L5.b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>

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**Unit 3 Reading Informational Text: Key Ideas and Details**

<ul style="list-style-type: none"> <li>Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.10</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE7RI1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> <li>Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.11</b> 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</p>	<p><b>ELAGSE7RI2</b> 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.</p>
<ul style="list-style-type: none"> <li>Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.12</b> 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)</p>	<p><b>ELAGSE7RI3</b> 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).</p>
<ul style="list-style-type: none"> <li>Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93 Comprehension Check</li> </ul>	<p><b>7LA.B.10</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>7LA.B.11</b> 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</p> <p><b>7LA.B.12</b> 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)</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7RI1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE7RI2</b> 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.</p> <p><b>ELAGSE7RI3</b> 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).</p> <p style="text-align: center;"><i>continued on next page</i></p>

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<b>Unit 3 Reading Informational Text: Key Ideas and Details</b>		
	<p><i>continued from preceding page</i></p> <p><b>7LA.B.19</b> read and comprehend literary non-fiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7</p>	<p><i>continued from preceding page</i></p> <p><b>ELAGSE7RI10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<ul style="list-style-type: none"> <li>Connect Across Texts: Support a Claim/Return to the Essential Question—p. 94</li> </ul>	<p><b>7LA.B.18</b> 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</p> <p><b>7LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>	<p><b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p> <p><b>ELAGSE7SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<ul style="list-style-type: none"> <li>Language: Greek and Latin Roots—p. 95 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.39.b</b> use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., <i>belligerent, bellicose, rebel</i>)</p>	<p><b>ELAGSE7L4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>
<ul style="list-style-type: none"> <li>Unit 3 Review: "Going Up: Space Elevator"/"Going Nowhere: Space Elevator"—pp. 96–98</li> </ul>	<p><b>7LA.B.10</b> cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>7LA.B.11</b> 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</p> <p><b>7LA.B.12</b> 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)</p> <p><b>7LA.E.39.b</b> use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., <i>belligerent, bellicose, rebel</i>)</p> <p><b>7LA.E.41</b> acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p><b>ELAGSE7RI1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE7RI2</b> 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.</p> <p><b>ELAGSE7RI3</b> 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).</p> <p><b>ELAGSE7L4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p><b>ELAGSE7L6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

<ul style="list-style-type: none"> <li>Read a Student Model/Write Informative/Explanatory Texts—pp. 102-105 Analyze a student model • Organize and draft an informative/explanatory essay</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.21.a</b> 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</p> <p><b>7LA.C.21.b</b> develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>7LA.C.21.c</b> use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>7LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>7LA.C.21.e</b> use documents to clarify details or support claims</p> <p><b>7LA.C.21.f</b> establish and maintain a formal style</p> <p><b>7LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W2.a</b> 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.</p> <p><b>ELAGSE7W2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE7W2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE7W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE7W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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 grade7.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<ul style="list-style-type: none"> <li>Language: Phrase and Clause Placement—p. 106 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.36.c</b> place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><b>ELAGSE7L1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>



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**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

<ul style="list-style-type: none"> <li>Language: Misplaced Modifiers—p. 107 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.36.c</b> place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><b>ELAGSE7L1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>
<ul style="list-style-type: none"> <li>Language: Figurative Language: Metaphor and Simile—p. 108 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE7L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<ul style="list-style-type: none"> <li>Language: Figurative Language: Hyperbole and Personification—p. 109 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE7L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Discuss the Essential Question—p. 110 Use a graphic organizer • Follow discussion rules</li> </ul>	<p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.b</b> follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p> <p><b>7LA.D.33</b> present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p><b>7LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>ELAGSE7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>ELAGSE7SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> <li>Unit 4 Review/Assignment (prepare a final draft)—pp. 111-112</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.21.a</b> 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),</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W2.a</b> 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</p> <p style="text-align: center;"><i>continued on next page</i></p>

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### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

	<p><i>continued from preceding page</i></p> <p>graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p><b>7LA.C.21.b</b> develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>7LA.C.21.c</b> use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>7LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>7LA.C.21.e</b> use documents to clarify details or support claims</p> <p><b>7LA.C.21.f</b> establish and maintain a formal style</p> <p><b>7LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><i>continued from preceding page</i></p> <p>(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>ELAGSE7W2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE7W2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE7W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE7W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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 grade7.)</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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### Unit 5 Reading Literature: Craft and Structure

<ul style="list-style-type: none"> <li>Analyzing Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116-123 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.4</b> 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</p>	<p><b>ELAGSE7RL4</b> 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.</p>
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<ul style="list-style-type: none"> <li>Analyzing Dramatic Structure: “The Longest Walk” (Drama)— pp. 124–131 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.5</b> analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p><b>ELAGSE7RL5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>
<ul style="list-style-type: none"> <li>Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)— pp. 132–139 Comprehension Check</li> </ul>	<p><b>7LA.A.6</b> analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p>	<p><b>ELAGSE7RL6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145</li> </ul>	<p><b>7LA.A.4</b> 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</p> <p><b>7LA.A.5</b> analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>7LA.A.6</b> analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p><b>7LA.A.9</b> 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, by the end of grade 7</p>	<p><b>ELAGSE7RL4</b> 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.</p> <p><b>ELAGSE7RL5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>ELAGSE7RL6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>ELAGSE7RL10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 146</li> </ul>	<p><b>7LA.A.8</b> 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 of different cultures use or alter history</p> <p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p>	<p><b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</p> <p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>
<ul style="list-style-type: none"> <li>Language: Figurative Language (allusions)—p. 147 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.40.a</b> interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p>	<p><b>ELAGSE7L5.a</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

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### Unit 5 Reading Literature: Craft and Structure

<ul style="list-style-type: none"> <li>Unit 5 Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150</li> </ul>	<p><b>7LA.A.4</b> 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</p> <p><b>7LA.A.5</b> analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>7LA.A.6</b> analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p><b>7LA.E.40.a</b> interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p>	<p><b>ELAGSE7RL4</b> 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.</p> <p><b>ELAGSE7RL5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>ELAGSE7RL6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>ELAGSE7L5.a</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>
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### Unit 6 Text Types and Purposes: Write Evidence-Based Texts

<ul style="list-style-type: none"> <li>Read a Student Model/Write an Evidence-Based Text—pp. 154–157 Analyze a student model • Organize and draft an evidence-based text</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.21.a</b> 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</p> <p><b>7LA.C.21.b</b> develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>7LA.C.21.c</b> use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>7LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>7LA.C.21.e</b> use documents to clarify details or support claims</p> <p><b>7LA.C.21.f</b> establish and maintain a formal style</p> <p><b>7LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W2.a</b> 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.</p> <p><b>ELAGSE7W2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE7W2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE7W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE7W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE7W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: center;"><i>continued on next page</i></p>
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<b>Unit 6 Text Types and Purposes: Write Evidence-Based Texts</b>		
	<i>continued from preceding page</i>  <b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed  <b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research  <b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<i>continued from preceding page</i>  (Grade-specific expectations for writing types are defined in Standards 1-3 above.) <b>ELAGSE7W5</b> 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.) <b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<ul style="list-style-type: none"> <li>Language: Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158-159 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<b>7LA.E.36.b</b> choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	<b>ELAGSE7L1.b</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<ul style="list-style-type: none"> <li>Language: Standard Capitalization, Punctuation, and Spelling—pp. 160-161 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<b>7LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	<b>ELAGSE7L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<ul style="list-style-type: none"> <li>Speaking and Listening: Return to the Essential Question—p. 162 Use a graphic organizer • Follow discussion rules</li> </ul>	<b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research  <b>7LA.C.28.b</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)  <b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion  <b>7LA.D.30.b</b> follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed  <b>7LA.D.30.c</b> 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  <b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding  <i>continued on next page</i>	<b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>ELAGSE7W9.b</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").  <b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  <b>ELAGSE7SL1.b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  <b>ELAGSE7SL1.c</b> 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.  <b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  <i>continued on next page</i>

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**Unit 6 Text Types and Purposes: Write Evidence-Based Texts**

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p><b>7LA.D.32</b> delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p> <p><b>7LA.D.33</b> present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p><b>7LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE7SL3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>ELAGSE7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>ELAGSE7SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> <li>Unit 6 Review/Assignment (prepare a final draft)—pp. 163-164</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.21.a</b> 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</p> <p><b>7LA.C.21.b</b> develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>7LA.C.21.c</b> use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>7LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>7LA.C.21.e</b> use documents to clarify details or support claims</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W2.a</b> 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.</p> <p><b>ELAGSE7W2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE7W2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE7W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;"><i>continued</i></p>

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**Unit 6 Text Types and Purposes: Write Evidence-Based Texts**

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p><b>7LA.E.36.b</b> choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</p> <p><b>7LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE7L1.b</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>ELAGSE7L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>

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**Unit 7 Reading Informational Text: Craft and Structure**

<ul style="list-style-type: none"> <li>Analyzing Word Meanings: “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.13</b> 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</p>	<p><b>ELAGSE7RI4</b> 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.</p>
<ul style="list-style-type: none"> <li>Analyzing Text Structure: “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.14</b> 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</p>	<p><b>ELAGSE7RI5</b> 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.</p>
<ul style="list-style-type: none"> <li>Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.15</b> 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</p>	<p><b>ELAGSE7RI6</b> 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.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 Comprehension Check</li> </ul>	<p><b>7LA.B.13</b> 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</p> <p><b>7LA.B.14</b> 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</p> <p><b>7LA.B.15</b> 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</p> <p><b>7LA.B.19</b> read and comprehend literary non-fiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7</p>	<p><b>ELAGSE7RI4</b> 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.</p> <p><b>ELAGSE7RI5</b> 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.</p> <p><b>ELAGSE7RI6</b> 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.</p> <p><b>ELAGSE7RI10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>



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<p><b>Unit 7 Reading Informational Text: Craft and Structure</b></p>		
<ul style="list-style-type: none"> <li>Connect Across Texts: Support a Claim/Return to the Essential Question—p. 198</li> </ul>	<p><b>7LA.B.18</b> 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</p> <p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>	<p><b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p> <p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<ul style="list-style-type: none"> <li>Language: Context Clues—p. 199 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.39.a</b> use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p><b>ELAGSE7L4.a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<ul style="list-style-type: none"> <li>Unit 7 Review: "The Hurricane Hunters"/"The Science of 'Space Weather'"—pp. 200–202</li> </ul>	<p><b>7LA.B.13</b> 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</p> <p><b>7LA.B.14</b> 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</p> <p><b>7LA.B.15</b> 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</p> <p><b>7LA.E.39.a</b> use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p><b>ELAGSE7RI4</b> 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.</p> <p><b>ELAGSE7RI5</b> 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.</p> <p><b>ELAGSE7RI6</b> 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.</p> <p><b>ELAGSE7L4.a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

- Read a Student Model/Write a Research Report—pp. 206–210  
Analyze a student model • Use index cards • Organize and draft a research report

**7LA.C.21**  
write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

**7LA.C.21.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

**7LA.C.21.b**  
develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

**7LA.C.21.c**  
use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

**7LA.C.21.d**  
use precise language and domain-specific vocabulary to inform about or explain the topic

**7LA.C.21.e**  
use documents to clarify details or support claims

**7LA.C.21.f**  
establish and maintain a formal style

**7LA.C.21.g**  
provide a concluding statement or section that follows from and supports the information or explanation presented

**7LA.C.23**  
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**7LA.C.24**  
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

**7LA.C.25**  
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

**7LA.C.26**  
conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

**7LA.C.29**  
write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**ELAGSE7W2**  
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELAGSE7W2.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.

**ELAGSE7W2.b**  
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**ELAGSE7W2.c**  
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**ELAGSE7W2.d**  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

**ELAGSE7W2.e**  
Establish and maintain a formal style.

**ELAGSE7W2.f**  
Provide a concluding statement or section that follows from and supports the information or explanation presented.

**ELAGSE7W4**  
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.)

**ELAGSE7W5**  
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.)

**ELAGSE7W6**  
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.

**ELAGSE7W7**  
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**ELAGSE7W10**  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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<b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b>		
<ul style="list-style-type: none"> <li>Language: Verbals and Verbal Phrases—pp. 211–212 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.36.a</b> explain the function of phrases and clauses in general and their function in specific sentences</p>	<p><b>ELAGSE7L1.a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p>
<ul style="list-style-type: none"> <li>Language: Dangling Modifiers—p. 213 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.36.c</b> place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><b>ELAGSE7L1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Discuss the Essential Question—p. 214 Use a graphic organizer • Follow discussion rules</li> </ul>	<p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.b</b> follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p> <p><b>7LA.D.33</b> present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p><b>7LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>ELAGSE7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>ELAGSE7SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> <li>Unit 8 Review/Assignment (prepare a final draft)—pp. 215–216</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.21.a</b> 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</p> <p><b>7LA.C.21.b</b> develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W2.a</b> 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.</p> <p><b>ELAGSE7W2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

	<p><b>7LA.C.21.c</b> use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>7LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>7LA.C.21.e</b> use documents to clarify details or support claims</p> <p><b>7LA.C.21.f</b> establish and maintain a formal style</p> <p><b>7LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p><b>7LA.E.36.a</b> explain the function of phrases and clauses in general and their function in specific sentences</p> <p><b>7LA.E.36.c</b> place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><b>ELAGSE7W2.c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE7W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE7W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>ELAGSE7L1.a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>ELAGSE7L1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>
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<b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b>		
<ul style="list-style-type: none"> <li>Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)— pp. 220–227 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.7</b> 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)</p>	<p><b>ELAGSE7RL7</b> 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).</p>
<ul style="list-style-type: none"> <li>Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.A.8</b> 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 of different cultures use or alter history</p>	<p><b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<ul style="list-style-type: none"> <li>Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241 Comprehension Check</li> </ul>	<p><b>7LA.A.4</b> 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</p> <p><b>7LA.A.8</b> 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 of different cultures use or alter history</p>	<p><b>ELAGSE7RL4</b> 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.</p> <p><b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<ul style="list-style-type: none"> <li>Connect Across Texts: Support a Claim/Return to the Essential Question—p. 242</li> </ul>	<p><b>7LA.A.8</b> 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 of different cultures use or alter history</p> <p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p>	<p><b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>
<ul style="list-style-type: none"> <li>Language: Word Meanings—p. 243 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.40.c</b> distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p><b>ELAGSE7L5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>

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### Unit 9 Reading Literature: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> <li>Unit 9 Review: “Great Plains” (continued)/”Joe’s Letter to His Grandmother”—pp. 244-246</li> </ul>	<p><b>7LA.A.7</b> 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)</p> <p><b>7LA.A.8</b> 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 of different cultures use or alter history</p> <p><b>7LA.A.9</b> 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, by the end of grade 7</p> <p><b>7LA.E.40.c</b> distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p><b>ELAGSE7RL7</b> 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).</p> <p><b>ELAGSE7RL9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>ELAGSE7RL10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>ELAGSE7L5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
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### Unit 10 Text Types and Purposes: Write Opinion Pieces

<ul style="list-style-type: none"> <li>Read a Student Model/Write an Opinion Piece—pp. 250-253 Analyze a student model • Organize and draft an opinion piece</li> </ul>	<p><b>7LA.C.20</b> write arguments to support claims with clear reasons and relevant evidence</p> <p><b>7LA.C.20.a</b> introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>7LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>7LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p><b>7LA.C.20.d</b> establish and maintain a formal style</p> <p><b>7LA.C.20.e</b> provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>7LA.C.28.b</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)</p>	<p><b>ELAGSE7W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE7W1.a</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE7W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE7W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>ELAGSE7W1.d</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE7W9.b</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”).</p>
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<b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b>		
<ul style="list-style-type: none"> <li>Language: Coordinate and Cumulative Adjectives— pp. 254–255 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.37.a</b> use a comma to separate coordinate adjectives (e.g., ‘It was a fascinating, enjoyable movie’ but not ‘He wore an old [,] green shirt’)</p>	<p><b>ELAGSE7L2.a</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[, ] green shirt</i>).</p>
<ul style="list-style-type: none"> <li>Language: Expressing Ideas Precisely and Concisely— pp. 256–257 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>7LA.E.38.a</b> choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<p><b>ELAGSE7L3.a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Discuss the Essential Question—p. 258 Use a graphic organizer • Follow discussion rules</li> </ul>	<p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.b</b> follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p><b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding</p> <p><b>7LA.D.32</b> delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p> <p><b>7LA.D.33</b> present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p><b>ELAGSE7SL3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>ELAGSE7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<ul style="list-style-type: none"> <li>Unit 10 Review/Assignment (prepare a final draft)— pp. 259–260</li> </ul>	<p><b>7LA.C.20</b> write arguments to support claims with clear reasons and relevant evidence</p> <p><b>7LA.C.20.a</b> introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>7LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>7LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p><b>7LA.C.20.d</b> establish and maintain a formal style</p> <p><b>7LA.C.20.e</b> provide a concluding statement or section that follows from and supports the argument presented</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE7W1.a</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE7W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE7W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>ELAGSE7W1.d</b> Establish and maintain a formal style.</p> <p><b>ELAGSE7W1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p style="text-align: center;"><i>continued on next page</i></p>



Unit 10 Text Types and Purposes: Write Opinion Pieces

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**7LA.C.20.e**

provide a concluding statement or section that follows from and supports the argument presented

**7LA.C.23**

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**7LA.C.24**

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

**7LA.C.25**

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

**7LA.C.26**

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

**7LA.C.28**

draw evidence from literary or informational texts to support analysis, reflection, and research

**7LA.C.28.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)

**7LA.C.29**

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences

**7LA.E.37.a**

use a comma to separate coordinate adjectives (e.g., 'It was a fascinating, enjoyable movie' but not 'He wore an old [,] green shirt')

**7LA.E.38.a**

choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

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**ELAGSE7W1.e**

Provide a concluding statement or section that follows from and supports the argument presented.

**ELAGSE7W4**

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.)

**ELAGSE7W5**

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.)

**ELAGSE7W6**

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.

**ELAGSE7W7**

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

**ELAGSE7W9**

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

**ELAGSE7W9.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").

**ELAGSE7W10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**ELAGSE7L2.a**

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

**ELAGSE7L3.a**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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<b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>		
<ul style="list-style-type: none"> <li>Comparing Media Presentations: “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/”Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.16</b> 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)</p>	<p><b>ELAGSE7RI7</b> 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).</p>
<ul style="list-style-type: none"> <li>Evaluating Arguments: “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.17</b> 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</p>	<p><b>ELAGSE7RI8</b> 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.</p>
<ul style="list-style-type: none"> <li>Analyzing the Presentation of Ideas: “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check</li> </ul>	<p><b>7LA.B.18</b> 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</p>	<p><b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Deeply Flawed Book” (Letter to the Editor)/”Dark Wyoming” (Movie Review)—pp. 288–293 Comprehension Check</li> </ul>	<p><b>7LA.B.16</b> 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)</p> <p><b>7LA.B.17</b> 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</p> <p><b>7LA.B.18</b> 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</p>	<p><b>ELAGSE7RI7</b> 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).</p> <p><b>ELAGSE7RI8</b> 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.</p> <p><b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 294</li> </ul>	<p><b>7LA.B.18</b> 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</p> <p><b>7LA.D.30.a</b> come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><b>7LA.D.30.c</b> pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p> <p><b>ELAGSE7SL1.a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>ELAGSE7SL1.c</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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<b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>		
	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<b>7LA.D.30.d</b> acknowledge new information expressed by others and, when warranted, modify their own views and understanding	<b>ELAGSE7SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.
<ul style="list-style-type: none"> <li>Language: Word Relationships—p. 295 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<b>7LA.E.40.b</b> use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	<b>ELAGSE7L5.b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<ul style="list-style-type: none"> <li>Unit 11 Review: “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298</li> </ul>	<b>7LA.B.16</b> 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) <b>7LA.B.17</b> 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 <b>7LA.B.18</b> 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 <b>7LA.E.40.b</b> use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	<b>ELAGSE7RI7</b> 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). <b>ELAGSE7RI8</b> 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. <b>ELAGSE7RI9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts. <b>ELAGSE7L5.b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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<ul style="list-style-type: none"> <li>Step 1: Planning—pp. 300–302 Planning and Research • Digital Tip • Planning Together • Researching Your Topic • Digital Tip</li> </ul>	<b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  <b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed  <i>continued on next page</i>	<b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>ELAGSE7W4</b> 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.) <b>ELAGSE7W5</b> 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.)  <i>continued on next page</i>

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	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.26</b> conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p><b>7LA.C.27</b> 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</p> <p><b>7LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>ELAGSE7W8</b> 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.</p> <p><b>ELAGSE7W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<ul style="list-style-type: none"> <li>Step 2: Drafting—p. 303</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.26</b> conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p><b>7LA.C.27</b> 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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>ELAGSE7W8</b> 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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>7LA.C.28.b</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)</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>ELAGSE7W9.b</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”).</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<ul style="list-style-type: none"> <li>Step 3: Revising—p. 304–305 Revising Checklist • Revising Together</li> </ul>	<p><b>7LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>7LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.26</b> conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p><b>7LA.C.27</b> 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</p> <p><b>7LA.C.28.b</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)</p> <p><b>7LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p> <p><b>7LA.E.38.a</b> choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE7W4</b> 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.)</p> <p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>ELAGSE7W8</b> 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.</p> <p><b>ELAGSE7W9.b</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”).</p> <p><b>ELAGSE7W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>ELAGSE7L3.a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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<b>Writing Handbook</b>		
	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>7LA.E.39.c</b> consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p><b>7LA.E.39.d</b> verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>ELAGSE7L4.c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>ELAGSE7L4.d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<ul style="list-style-type: none"> <li>Step 4: Editing—pp. 306–308 Editing Checklist: Sentences • Grammar and Usage • Mechanics • Spelling; Proofreading Marks • Editing Tips</li> </ul>	<p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p><b>7LA.C.26</b> conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p><b>7LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>7LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>7LA.E.38.a</b> choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p><b>7LA.E.39.c</b> consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p><b>7LA.E.39.d</b> verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p><b>ELAGSE7W7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>ELAGSE7L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE7L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE7L3.a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>ELAGSE7L4.c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>ELAGSE7L4.d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<ul style="list-style-type: none"> <li>Step 5: Producing, Publishing, and Presenting—pp. 309–310 Online Publishing and Digital Slide Presentations • Speaking Tips • Digital Connection • Listening Tips</li> </ul>	<p><b>7LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>7LA.C.25</b> 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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE7W5</b> 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.)</p> <p><b>ELAGSE7W6</b> 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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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**7LA.D.30.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

**7LA.D.30.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

**7LA.D.33**

present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

**7LA.D.34**

include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

**7LA.D.35**

adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**7LA.E.36**

demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**7LA.E.38**

use knowledge of language and its conventions when writing, speaking, reading, or listening

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**ELAGSE7SL1.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.

**ELAGSE7SL1.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.

**ELAGSE7SL4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**ELAGSE7SL5**

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

**ELAGSE7SL6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

**ELAGSE7L1**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**ELAGSE7L3**

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