

English Language Arts Curriculum: Grade 7

MAYWOOD PUBLIC SCHOOLS

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The following maps outline the Common Core Standards for grade 7 English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Comprehension: illustrations, sentences
Multimedia presentation (PowerPoint)

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Persuasive Writing: Opinion Piece
Speculative Writing
Informative/Explanatory Writing
Narrative Writing
Research Writing
Proofreading/Editing

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf

Websites:

www.brainpop.com

www.spellingcity.com

www.studyisland.com

www.scholastic.com

www.readwritethink.org

www.learn360.com

www.edmoto.com

www.inspiration.com

www.glogster.com

www.wordpress.com

Language Arts Curriculum: Grade 7
Reading Standards for Literature

Essential Question(s): How do readers use the text to support an interpretation?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL7.1			
Vocabulary: cite, explicit, inference, textual evidence, logic			
Grade Specific Standard	Skills	Procedures and Examples	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Distinguish between what is explicit and what is inferred • Cite textual evidence to support analysis of what the text says explicitly • After making an inference, find an accurate quote within the text to support the inference 	<ul style="list-style-type: none"> • Pose questions during and after reading • Review difference between what is explicit and what is inferred • Model how to identify evidence in the text to support a claim • Provide an inference and have students find an accurate quote within the text to support the inference 	

Essential Question(s): How do readers determine the message the author is trying to convey?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RL7.2			
Vocabulary: central idea, theme, objective summary			
Grade Specific Standard	Skills	Procedures and Examples	
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine central message or theme • Support central message or theme with details from text • Create an objective summary 	<ul style="list-style-type: none"> • Review how to identify central idea through the evidence including the responses of characters, sequence of events, etc. • Review how to write a summary that connects details to the central idea 	

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL7.3			
Vocabulary: drama structure, story elements			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> Discuss the basic elements of story structure and characterization Discuss the basic elements of drama structure and characterization Make connections among elements of story/drama structure and character(s) to determine the effect upon each other 	<ul style="list-style-type: none"> Review students how to use the plot diagram to illustrate the different plot elements Give students a character map to better understand characters and relationships to the plot 	Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play <i>Sorry, Wrong Number</i> . [RL.7.3]

Essential Question(s): How do readers interpret the author's use of language?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RL7.4			
Vocabulary: hyperbole, onomatopoeia, alliteration, figurative language, metaphor, simile, connotative meaning, irony, symbolism, idiom, personification, imagery, mood, tone, rhyme, repetition			
Grade Specific Standard	Skills	Procedures and Examples	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> Define types of figurative language and identify in text Use context clues to determine meaning Distinguish between mood and tone Examine the author's purpose in using sound elements of words Examine the author's word choice as an indicator of meaning and tone 	<ul style="list-style-type: none"> Review simile, metaphor, onomatopoeia, alliteration Introduce idiom, hyperbole, symbolism, irony, personification Provide examples of figurative language (ex .poetry, <i>The House on Mango Street</i>, <i>The Watsons Go to Birmingham</i>) Model finding figurative language in text Provide opportunities to determine meaning through figurative language and connotation Introduce, model, and provide examples of distinguishing between mood and tone Provide oral reading of a text to illustrate the effect of sound elements in language 	

Essential Question(s): How do readers use text structure to understand meaning?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RL7.5			
Vocabulary: sonnets, soliloquy, stanza			
Grade Specific Standard	Skills	Procedures and Examples	
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"> • Demonstrate an understanding of and distinguish between dramatic structures and poetic forms. • Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning. • Analyze how elements of a literary text interact. • Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose. 	<ul style="list-style-type: none"> • Provide/define examples of different poetic forms and dramatic structures (soliloquy and sonnet) • Initiate discussion of the structure of the text and how that structure contributes to its meaning • Model an analysis of a drama's or poem's structure and how it contributes to its meaning (ex. structure of an English or Italian Sonnet) 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL7.6			
Vocabulary: point of view			
Grade Specific Standard	Skills	Procedures and Examples	
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> • Apply knowledge of point of view and characterization to determine multiple narrators. • Explain how multiple narrators/speakers are alike and different. • Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text. 	<ul style="list-style-type: none"> • Review point of view • Model analysis of the development of contrasting points of view of different characters in a narrative. (ex.: <i>The Pigman</i> by: Paul Zindel) 	

Essential Question(s): How do readers use illustrations to understand the text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL7.7			
Vocabulary: lighting, sound, color, camera focus and angles, multimedia			
Grade Specific Standard	Skills	Procedures and Examples	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. • Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. • Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text. • Use appropriate language when discussing different media 	<ul style="list-style-type: none"> • As a class, read a text and watch/listen to the corresponding movie, audio, or other multimedia presentation-(Ex. <u>The Outsiders</u>, <u>The Devil's Arithmetic</u>) • Provide graphic organizers to compare and contrast text from media. • Provide students with appropriate technical language • Use technology to facilitate the use of multimedia in the classroom • Facilitate collaborative efforts to produce a film version of a text that was read in class 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RL7.8			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
8. (Not applicable to literature)			

Essential Question(s): How do readers make connections between texts?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RL7.9			
Vocabulary: historical fiction, historical account, cite, author's purpose			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> Distinguish between historical fiction and an historical account. Compare specific texts addressing the same time period in historical fiction and an historical account. Explain the author's purpose in changing historical fact in a fictional text. Use evidence from literary and informational texts to support analysis and reflection. Present findings using pertinent details and facts. 	<ul style="list-style-type: none"> As a class read and discuss the historical aspects of the texts and compare to historical facts (Ex. <i>Watsons Go to Birmingham, Devil's Arithmetic, The Outsiders, Fighting Ground</i>) Discuss how the author has manipulated a historical account to serve his purpose Review and model how to cite evidence to support analysis and reflection. 	Students compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in <i>Dragonwings</i> to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RL 7.10			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Students read a variety of genres Students read literature varying in complexity 	<ul style="list-style-type: none"> Before Reading: prediction making, preview text During Reading: questioning, highlighting, charting After Reading: journals, illustrations, sequencing, dramatization, graphic organizers Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text

Essential Question(s): How do readers use text to support answers to questions?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI7.1			
Vocabulary: annotate, inference, analyze, textual evidence			
Grade Specific Standard	Skills	Procedures and Examples	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Identify key information from the text • Develop and support inferences with information from the text • Use evidence from text to support analysis of text 	<ul style="list-style-type: none"> • Review with students how to identify key information (annotate text) • Model how to make inferences and support inferences with text • Use classroom discussion to identify evidence and support analysis 	

Essential Question(s): How do readers use key details from the text to support the main idea?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI7.2			
Vocabulary: central idea, objective summary			
Grade Specific Standard	Skills	Procedures and Examples	
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> • Identify two or more central ideas in a text using supporting details • Analyze the development of central ideas over the course of a text • Provide an objective summary of the text 	<ul style="list-style-type: none"> • Teach and model how to identify central ideas • Provide graphic organizers (i.e. web) • Engage students in discussion of central ideas and their development 	

Essential Question(s): How do readers make connections between concepts in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RI7.3			
Vocabulary: illustrate, elaborate, analyze			
Grade Specific Standard	Skills	Procedures and Examples	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> Identify important persons, events or ideas in an informational text. Determine the variety of ways that a person, event, or idea may be described or explained to a reader. Examine the specific ways an important person, event, or idea in the text is presented to a reader. Identify the effect the presentation of an important person, event, or idea in the text has upon a reader. Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. 	<ul style="list-style-type: none"> Have students Identify the introduction of a key individual, event, or idea Have students identify how the key individual, event, or idea is illustrated in a text Have students identify how a key individual, event or idea is elaborated in a text Model how to analyze the connections between the introduction, illustration and elaboration of key individuals, events, and ideas in a text 	

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RI.7.4			
Vocabulary: context clues, figurative meaning, connotative meaning, technical meaning, tone			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> • Use context clues to determine meaning of words and phrases • Explain/define meaning of words and phrases • Analyze how specific word choices affect meaning and tone 	<ul style="list-style-type: none"> • Review figurative, connotative, and technical meanings of words • Provide examples of using context clues to determine meaning • Teach mini-lessons on figurative, connotative and technical meaning • Model how word choice can affect meaning and tone 	Students <i>determine</i> the <i>figurative and connotative meanings</i> of words such as <i>wayfaring, laconic,</i> and <i>taciturnity</i> as well as of <i>phrases</i> such as <i>hold his peace</i> in John Steinbeck's <i>Travels with Charley: In Search of America</i> . They <i>analyze</i> how Steinbeck's <i>specific word choices</i> and diction impact the <i>meaning and tone</i> of his writing and the characterization of the individuals and places he describes. [RI.7.4]

Essential Question(s): How do readers use text features to locate information?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RI 7.5			
Vocabulary: text structure			
Grade Specific Standard	Skills	Procedures and Examples	
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. Identify the most important sections of the text. Examine how the identified important sections of the text add to the growth of ideas in the text. Use evidence from informational texts to support analysis of text structure. 	<ul style="list-style-type: none"> Have students identify various informational text structures Have students recognize how major sections of a text contribute to the overall structure Teach how text structure contributes to the development of ideas 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RI.7.6			
Vocabulary: point of view, purpose			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none"> Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). Determine the difference between an author's position and any opposing positions. Examine the organization of the text to determine how the author's position is compared or contrasted to other positions. 	<ul style="list-style-type: none"> Teach point of view and how it affects the author's position Guide students in determining purpose and point of view 	Students determine the point of view of John Adams in his "Letter on Thomas Jefferson" and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson. [RI.7.6]

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RI.7.7			
Vocabulary: multimedia			
Grade Specific Standard	Skills	Procedures and Examples	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<ul style="list-style-type: none"> Compare and contrast a written text to another format (ie: audio, video, or multimedia) Recognize similarities and differences in text, audio, video, and multimedia formats 	<ul style="list-style-type: none"> Provide information in diverse media formats Provide graphic organizer for comparison (ie: Venn Diagram) to illustrate similarities and differences Have students evaluate each mediums portrayal of the subject 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI7.8			
Vocabulary: argument, claim, reasons, evidence			
Grade Specific Standard	Skills	Procedures and Examples	
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<ul style="list-style-type: none"> Identify author's claim Cite evidence authors use to support their claim Evaluate the claim based on the reasons and evidence provided 	<ul style="list-style-type: none"> Review student how to identify a claim in a text and evaluate how it is supported Demonstrate how to distinguish between claims that are supported by reasons and evidence from claims that are not 	

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RI7.9			
Vocabulary: evidence			
Grade Specific Standard	Skills	Procedures and Examples	
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> Compare and contrast important information about the same topic presented by one author versus others. Explain how the focus on different information alters a reader's understanding of a topic. 	<ul style="list-style-type: none"> Present a variety of texts to the students on the same topic Provide graphic organizer for comparison of the evidence and interpretations of fact presented in teach text Evaluate the information and presentation in each text 	

Essential Question(s): How do readers understand information texts in all subject areas?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RI.7.10			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to grade level informational text Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 7
Writing

Essential Question(s): How do writers use valid evidence to support claims?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Standard: W7.1			
Vocabulary: claim (n), thesis, slang, formal language, credible source, evidence			
Grade Specific Standard	Skills	Procedures and Examples	
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s) and organize the reasons and evidence clearly.	<ul style="list-style-type: none"> • Pre-write pros and cons • Select strongest side • Identify three reasons • Write thesis statement • Compose a draft of the introduction paragraph 	<ul style="list-style-type: none"> • Model prewriting using a T-Chart of pros and cons • Demonstrate the sentence structure of a thesis • Model an introduction paragraph 	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> • Display knowledge of topic by selecting appropriate evidence • Evaluate evidence using credible sources • Compose a draft of body paragraphs 	<ul style="list-style-type: none"> • Provide examples of reliable and appropriate evidence that support the thesis • Identify and model research techniques to locate credible sources 	
c. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons and evidence.	<ul style="list-style-type: none"> • Collaborate to create a word wall • Interpret key words in claim to support reasons • Identify key words in reasons and evidence to defend claim • Apply academic vocabulary to draft 	<ul style="list-style-type: none"> • Design word wall • Demonstrate selection of key words that explain connections while infusing academic vocabulary 	
d. Establish and maintain a formal style.	<ul style="list-style-type: none"> • Identify elements that distinguish formal and informal style • Edit drafts to maintain formal style 	<ul style="list-style-type: none"> • Provide examples of formal and informal texts • Complete activities differentiating slang versus formal language 	
e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Draft a conclusion to support thesis 	<ul style="list-style-type: none"> • Compile examples of effective conclusion paragraphs 	

Essential Question(s): How do writers explore topics and convey ideas?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Standard: W7.2			
Vocabulary: relevant, credible, precise, domain-specific language			
Grade Specific Standard	Skills	Procedures and Examples	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> Pre-write to address the demands of informative text including the following: <ul style="list-style-type: none"> Identify topic clearly Gather information Evaluate information Organize information Include appropriate text features Extrapolate information from graphic organizer to formulate structure of informative essay Compose draft of an introduction paragraph with thesis statement 	<ul style="list-style-type: none"> Provide graphic organizers to organize the various demands of informational text Model how to incorporate information from a graphic organizer to formulate structure of informative essay 	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information Produce writing that demonstrates the correct usage of punctuation, focusing on quotations Compose a draft of body paragraphs 	<ul style="list-style-type: none"> Provide examples of reliable and appropriate facts, details, quotations and other supportive information Review the proper use of punctuation focusing on quotations Prepare proof reading activities Identify and model research techniques to locate relevant and informative sources 	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> Collaborate to create a word wall Interpret key words in claim to support reasons Identify key words in reasons to defend claim Apply academic vocabulary to draft 	<ul style="list-style-type: none"> Design word wall Demonstrate selection of key words that explain connections while infusing academic vocabulary 	

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> Use precise language and domain specific vocabulary to enhance the topic 	<ul style="list-style-type: none"> Generate activities to enhance language and vocabulary 	
e. Establish and maintain a formal style.	<ul style="list-style-type: none"> Identify elements that distinguish formal and informal style Edit drafts to maintain formal style 	<ul style="list-style-type: none"> Provide examples of formal and informal texts Complete activities differentiating slang versus formal language 	
f. Provide a concluding statement or section that follows from the information or explanation presented.	<ul style="list-style-type: none"> Draft a conclusion to support informative text 	<ul style="list-style-type: none"> Compile examples of effective conclusion paragraphs 	

Essential Question(s): How do writers develop effective narratives?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W7.3			
Vocabulary: narrative, descriptive details, climax, simile, metaphor, idioms, personification, oxymoron, hyperbole, onomatopoeia			
Grade Specific Standard	Skills	Procedures and Examples	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<ul style="list-style-type: none"> Brainstorm ideas for key story elements Create sensory details to match story events 	<ul style="list-style-type: none"> Provide graphic organizers for narratives including characters, settings, conflicts, resolutions, and themes 	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> Compose effective dialogue Organize an equal distribution of details that develop experiences, events and/or characters 	<ul style="list-style-type: none"> Review the composition of dialogue Review plot pacing while focusing on the events and characters surrounding the climax 	

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> • Draft narrative using strong transitions, phrases, and clauses while highlighting plot and setting. 	<ul style="list-style-type: none"> • Model effective use of transitions, phrases and clauses • Model the drafting process of writing a narrative 	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	<ul style="list-style-type: none"> • Enhance narrative by implementing figurative language to improve writing 	<ul style="list-style-type: none"> • Compose examples of similes, metaphors, idioms, personifications, oxymoron, onomatopoeias, and hyperboles 	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> • Draft a resolution that fits the narrative form 	- Model using mentor text	

Essential Question(s): How do writers create effective pieces of writing?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W7.4			
Vocabulary: purpose, audience, prompt, NJ DOE Registered Holistic Scoring Rubric			
Grade Specific Standard	Skills	Procedures and Examples	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Understand prompt, purpose, and intended audience • Distinguish between the different types of writing • Create text that addresses prompt, purpose, and intended audience • Comprehend NJDOE Registered Holistic Scoring Rubric 	<ul style="list-style-type: none"> • Annotated prompt (highlight & underline) • Discuss interpretations of prompt • Discuss purpose and individual audience • Brainstorm and organize through graphic organizers • Use student created interpretation of NJDOE Registered Holistic Scoring Rubric 	

Essential Question(s): How do writers use the writing process to improve text?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Standard: W7.5			
Vocabulary: writing process, revise, edit, draft, proofreading, purpose, audience			
Grade Specific Standard	Skills	Procedures and Examples	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none"> Review writing process Pre-write Drafting Revise / Edit Evaluate purpose and audience of draft 	<ul style="list-style-type: none"> List of steps of the writing process Graphic organizing Create text Use of NJDOE Registered Holistic Scoring Rubric Review purpose and audience 	

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
21st Century Skill: Information Literacy, Communication and Collaboration			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Standard: W7.6			
Vocabulary: hyperlink, blogs, website, electronic publications, electronic texts, linking techniques			
Grade Specific Standard	Skills	Procedures and Examples	
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<ul style="list-style-type: none"> Electronically publish writing Integrate hyperlinks into draft Publish writing on blogs, website, and approved social networks etc. Critic and comment on other students' electronic publications 	<ul style="list-style-type: none"> Use computer to teach various linking techniques Demonstrate the sharing of text through technology Teach techniques for responding to electronic texts 	

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Standard: W7.7			
Vocabulary: credible source, research question, purpose, intended audience			
Grade Specific Standard	Skills	Procedures and Examples	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> • Research the question, purpose, and intended audience • Research multiple types of credible sources • Compose draft which fully answers research questions 	<ul style="list-style-type: none"> • Provide research questions • Differentiate between credible and non-credible sources • Utilize teacher generated graphic organizer 	

Essential Question(s): How do writers evaluate and use sources?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Standard: W 7.8			
Vocabulary: works cited, search terms, plagiarism, credible, annotate			
Grade Specific Standard	Skills	Procedures and Examples	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> • Evaluate sources • Incorporate various types of note-taking strategies • Identify the credibility of sources • Understand plagiarism • Use standard format to cite information • Sort information • Utilize search terms effectively • Create bibliographic entries for sources 	<ul style="list-style-type: none"> • Determine if a source is appropriate and accurate in relation to the topic • Explain and provide sample of plagiarism vs. proper citation • Informative sorting activities • Introduce standard format for citation • Provide examples of effective search terms 	

Essential Question(s): How do writers apply evidence from text to support conclusions?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.7.9			
Vocabulary: historical context, setting, character, historical account			
Grade Specific Standard	Skills	Procedures and Examples	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	<ul style="list-style-type: none"> Distinguish between historical fiction and an historical account. Compare specific texts addressing the same time period in historical fiction and an historical account. Explain the author’s purpose in changing historical fact in a fictional text. Use evidence from literary and informational texts to support analysis and reflection. Present findings using pertinent details and facts. 	<ul style="list-style-type: none"> As a class read and discuss the historical aspects of the texts and compare to historical facts (Ex. <i>Watsons Go to Birmingham, Devil’s Arithmetic, The Outsiders, Fighting Ground</i>) Discuss how the author has manipulated a historical account to serve his purpose Review and model how to cite evidence to support analysis and reflection Model a compare and contrast assignment based on the similarities and differences between setting or character and historical account 	
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”).	<ul style="list-style-type: none"> Identify the author’s claim Evaluate the claim based on the reasons and evidence provided Determine the claims relevancy Write a critique that evaluates the argument and claims made in a text, noting the reasons and evidence used to support the claims 	<ul style="list-style-type: none"> Teach students how to identify the author’s argument/claim Model how to determine if reasons support argument/claim Ask: “What is the author’s argument and how does he/she support this argument?” Teach students how to critique the claims made in a text in writing 	

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?

21st Century Skill: Critical Thinking and Problem Solving

Writing

CCR Anchor Standard: Research and Build Present Knowledge

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Standard: W 7.10

Vocabulary: time frame

Grade Specific Standard	Skills	Procedures and Examples	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">• Write using different time frames• Write various genres• Use various writing strategies for different time frames	<ul style="list-style-type: none">• Teach how writing varies according to determined time frame, task, purpose, and audience• Demonstrate the use of various graphic organizers for different time pieces	

Language Arts Curriculum: Grade 7
Speaking and Listening

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Standard: SL 7.1			
Vocabulary: details, evidence, opinion, prediction, outcome, reflection paraphrase			
Grade Specific Standard	Skills	Procedures and Examples	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<ul style="list-style-type: none"> • Prepare notes, questions, and/or discussion topics • Generate discussion points • Cite evidence from text 	<ul style="list-style-type: none"> • Provide opportunities for group discussions • Teach note taking • Teach how to use text to support ideas/positions • Model how to contribute to class discussions - Questions/responses • Use graphic organizer to organize ideas 	
b. Follow rules for collegial discussions, track specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> • Follow rules for discussion • Assume a variety of discussion roles • Listen attentively to participants 	<ul style="list-style-type: none"> • Establish rules for discussion and group work that encourage cooperative work • Teach roles that one can take in a discussion • Establish procedures for tracking goals 	
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.	<ul style="list-style-type: none"> • Ask questions that require detailed responses • Provide on topic responses to questions posed • Maintain focus on topic during discussion 	<ul style="list-style-type: none"> • Model open ended questions that required detailed responses • Emphasize the importance of staying on topic during discussions by asking relevant questions and providing relevant answers 	
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<ul style="list-style-type: none"> • Identify perspectives stated during the discussion • Reflect to establish/modify personal views on the topic 	<ul style="list-style-type: none"> • Ask students to share discussion points • Have students reflect on original ideas vs. ideas after the discussion 	

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Standard: SL 7.2			
Vocabulary: media, synthesize			
Grade Specific Standard	Skills	Procedures and Examples	
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<ul style="list-style-type: none"> Determine the main idea and details presented in diverse media Evaluate the information provided by various forms of media Use information presented in media to clarify a topic, text, or issue under study 	<ul style="list-style-type: none"> Expose students to various forms of media (i.e. internet, video, audio, print) Provide graphic organizer to assist students in determining main idea and details Teach students to synthesize information from graphic organizer in order to draw conclusions 	

Essential Question(s): How do listeners evaluate speakers?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Standard: SL 7.3			
Vocabulary: relevant, irrelevant, sufficient, insufficient, evidence, claim, purpose			
Grade Specific Standard	Skills	Procedures and Examples	
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> Determine speaker's purpose Evaluate and distinguish between claims made by a speaker (relevant/irrelevant, sufficient/insufficient) 	<ul style="list-style-type: none"> Provide examples of strong and weak arguments Teach and model how to evaluate a speaker's argument Encourage students to support opinion of argument with reasons 	

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Standard: SL 7.4			
Vocabulary: rubric, public speaking			
Grade Specific Standard	Skills	Procedures and Examples	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> • Develop a comprehensive presentation including - facts, details, descriptions, and examples • Demonstrate effective public speaking skills 	<ul style="list-style-type: none"> • Model and provide examples effective public speaking skills • Provide examples of an effective presentation • Provide presentation rubric 	

Essential Question(s): How do students enhance a presentation?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Standard: SL.7.5			
Vocabulary: multimedia, visual aids			
Grade Specific Standard	Skills	Procedures and Examples	
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> • Locate relevant multimedia and visual components to enhance presentation • Effectively use multimedia and visuals to support presentation 	<ul style="list-style-type: none"> • Provide list of possible multimedia components • Show examples of visual aids • Provide exemplary samples of presentations 	

Essential Question(s): How do students demonstrate command of formal English?

21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration

Speaking and Listening

CCR Anchor Standard: Presentation of Knowledge and Ideas

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard: SL 7.6

Vocabulary: formal English, slang

Grade Specific Standard	Skills	Procedures and Examples	
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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none">• Identify audience and purpose for presentation• Use language appropriate to situation	<ul style="list-style-type: none">• Teach characteristics of formal and informal English language (transitions, slang, pronunciation etc)• Provide opportunities for use of formal and informal English	
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Language Arts Curriculum: Grade 7
Language

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Standard: L 7.1			
Vocabulary: phrase, clause, simple, compound, complex, compound-complex, modifier			
Grade Specific Standard	Skills	Procedures and Examples	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Explain the function of phrases and clauses in general and their function in specific sentences.	<ul style="list-style-type: none"> Apply an understanding of the formation and the function of phrases and clauses 	<ul style="list-style-type: none"> Review the functions of phrases and clauses Provide handouts and guided notes Provide practice: <ul style="list-style-type: none"> identify phrases and clauses and explain their function 	
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<ul style="list-style-type: none"> Analyze the use of simple, compound, complex, and compound-complex sentences. Use appropriate type of sentence to signal differing relationships among ideas. 	<ul style="list-style-type: none"> Review the characteristics of simple, compound, complex, and compound-complex sentences Provide handouts and guided notes Provide practice: <ul style="list-style-type: none"> identify types of sentences use varied sentences in writing 	
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<ul style="list-style-type: none"> Understand the relationship between the placement of phrases and clauses and clarity of meaning. Improve writing by correcting misplaced and dangling modifiers. 	<ul style="list-style-type: none"> Review the correct usage of modifiers Provide handouts and guided notes Written practice: <ul style="list-style-type: none"> recognize and correct misplaced and dangling modifiers 	

Essential Question(s): How do students effectively use the conventions of standard English mechanics to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L 7.2			
Vocabulary: coordinate adjectives			
Grade Specific Standard	Skills	Procedures and Examples	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	<ul style="list-style-type: none"> Apply an understanding of the difference between coordinate adjectives and adjectives in a series. Strengthen writing by editing for correct punctuation to separate coordinate adjectives. 	<ul style="list-style-type: none"> Review the use of commas to separate coordinate adjectives Provide handouts and guided notes Provide editing practice 	
b. Spell correctly.	<ul style="list-style-type: none"> Spell correctly grade-appropriate general academic and domain-specific words. Use print, digital, and internalized knowledge resources to support correct spelling. 	<ul style="list-style-type: none"> Use grade-appropriate non-familiar words to create a spelling list Review and reinforce use of reference materials Review spelling rules when needed 	

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Knowledge of Language			
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Standard: L 7.3			
Vocabulary: redundancy, concisely			
Grade Specific Standard	Skills	Procedures and Examples	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<ul style="list-style-type: none"> Avoid use of repetitive language in speech and writing. Strengthen speech or writing by revising sentences for precision and conciseness. 	<ul style="list-style-type: none"> Model precise use of language to express ideas Provide practice: <ul style="list-style-type: none"> Revise writing to be more precise and concise (eliminate redundancy) 	

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Standard: L 7.4			
Vocabulary: context clues, Greek and Latin roots/affixes, reference materials			
Grade Specific Standard	Skills	Procedures and Examples	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
a. 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.	<ul style="list-style-type: none"> Apply an understanding of the various types of context clues to determine word or phrase meaning Apply an understanding of inference and drawing conclusions to determine word or phrase meaning 	<ul style="list-style-type: none"> Review use of context clues to determine meaning Model how to use context of text to determine meaning 	
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>).	<ul style="list-style-type: none"> Apply an understanding of basic word parts as clues to word meaning Apply an understanding of root word families to determine the meaning of a word 	<ul style="list-style-type: none"> Provide word list based on Greek or Latin affixes and roots Create word wall, class dictionary, word of the day 	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<ul style="list-style-type: none"> Use reference materials, both print and digital, to refine word choice 	<ul style="list-style-type: none"> Review how to use and locate appropriate reference materials Review how to use a pronunciation key in a dictionary 	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> Apply an understanding of the skills in L.4 a-c to verify word meaning. 	<ul style="list-style-type: none"> Consult appropriate reference materials 	

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.			
Standard: L 7.5			
Vocabulary: figures of speech, figurative language, connotation, denotation, analogy			
Grade Specific Standard	Skills	Procedures and Examples	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context	<ul style="list-style-type: none"> Determine the meaning of figurative language in context Apply knowledge of figurative language to a critical reading of a text. Interpret how figurative language conveys experiences and events Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning 	<ul style="list-style-type: none"> Define and provide examples of a variety of a figurative language. Ask students- "Why do authors use different types of figurative language?" "How does its use impact the text?" Guide students to identify and interpret the use of figurative language in context 	
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"> Apply an understanding of connections between words according to their relationship 	<ul style="list-style-type: none"> Provide practice for students to determine the connections that exist between words 	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	<ul style="list-style-type: none"> Apply an understanding of connotation to judge word choice Discuss how precise words convey experiences and events 	<ul style="list-style-type: none"> Review the difference between connotation and denotation Provide and encourage students to use reference materials Create a word wall, class dictionary, Word of the Day, synonym web 	

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L 7.6			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Use grade appropriate language and vocabulary at a level of proficiency • Independently use standard English to communicate effectively 	<ul style="list-style-type: none"> • Model appropriate standard English • Provide speaking and writing opportunities during which students can strength command of standard English 	