

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA017002	Grade Level	7
Course Name	ENG07B Grade 7 Language Arts	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Grade 7 Language Arts is a tablet-ready course that continues the development of comprehension and analysis of informational and fictional texts with an ongoing emphasis on reading strategies. Students express themselves using standard (formal) English in written and oral presentations. Analyzing and practicing the form and structure of various genres of writing enhances students' communication skills. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages. Grammar, usage, and mechanics skills are deepened. Students continue to widen their vocabulary and apply acquisition strategies. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a	a. Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a	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>).
L.7.2.b	b. Spell correctly
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
L.7.4.a	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b	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>).
L.7.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.b	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.10	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.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.10	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.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8	(Not applicable to literature)
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
SL.7.1.a	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c	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.
SL.7.1.d	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	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.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d	d. Establish and maintain a formal style.
W.7.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a	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.
W.7.2.b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.e	e. Establish and maintain a formal style.
W.7.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.a	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
W.7.3.b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Unit 1: What’s Important Lesson 1: What’s Important 2: Turning Point 3: Admiration 4: Notorious 5: Be Authentic 6: Exuberance 7: A Poem Has Feet? 8: A Born Poet 9: Homage 10: Shame 11: Courage 12: What Is Important? 13: Literary Essay 14: Create an Outline 15: Literature 16: Writing Workshop 1 17: Module Review/ Exam</p>	<p>L.7.1, L.7.1.a-c, L.7.2, L.7.2.a-b, L.7.3, L.7.3 a,L.7.4, L.7.4.c, L.7.6</p> <p>RL.7.1,RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10</p> <p>RI. 7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>SL.7.1, SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.6</p> <p>W. 7.2, W.7.2a-f, W. 7.3, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10</p>	<p>Analyze connection between text and life.</p> <p>Determine how authors use fiction to revise or transform history.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence.</p> <p>Identify adjective phrases and the words they modify in sentences.</p> <p>Use examples of sentence, chapter, scene, or stanza from the text to demonstrate development of plot.</p> <p>Compare and contrast a variety of perspectives presented in a discussion.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly</p> <p>Determine how setting contributes to theme based on textual evidence.</p> <p>Distinguish between correct and incorrect use of nominative case pronouns in sentences.</p> <p>Identify nominative case pronouns as subjects or predicate nominatives in sentences.</p> <p>Identify the elements of plot development - rising action, turning point, climax, falling action, denouement.</p> <p>Identify theme.</p> <p>Use the correct nominative case pronouns to complete sentences.</p> <p>Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p>

		<p>Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences.</p> <p>Recognize free verse.</p> <p>Recognize use of language to convey mood.</p> <p>Use the correct objective case pronouns to complete sentences.</p> <p>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.</p> <p>Define connotation and denotation.</p> <p>Contrast the differences between connotative and denotative meanings of words.</p> <p>Distinguish between possessive case pronouns and contractions.</p> <p>Distinguish between words' nuances based on their use in written English.</p> <p>Distinguish between words with similar denotations - nuances - based on their connotations - e.g., thin and skinny.</p> <p>Interpret allusions in context.</p> <p>Recognize allusion.</p> <p>Recognize point of view. Analyze how the author's use of point of view shapes a literary work.</p> <p>Compare and contrast literary characters and selections.</p> <p>Describe characters by speech, action, or interactions with others.</p> <p>Identify adjective phrases and the words they modify in sentences.</p> <p>Identify the antecedents of personal pronouns in sentences.</p>
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		<p>Draw conclusions and make inferences of implied information using textual support as evidence.</p> <p>Analyze recurring theme.</p> <p>Recognize the difference between the theme of literary work and an author's purpose in expository text.</p> <p>Take notes by summarizing and paraphrasing.</p> <p>Use a pre-writing planning document to organize ideas and information.</p> <p>Use an effective pattern of organization for specific assignment.</p> <p>Write effective introductory and concluding paragraphs which include the thesis statement, provide a preview of topics, restate the thesis, and review main points.</p> <p>Use vocabulary to create tone and voice.</p> <p>Cite primary source.</p> <p>Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion.</p> <p>Write an introduction that clearly states the purpose or topic and previews the rest of the paper.</p> <p>Distinguish between types of pronouns.</p> <p>Identify helping verbs.</p>
<p>Unit 2: Kindling Emotions Lessons</p> <p>1: Kindling Emotions</p> <p>2: Author's Purpose</p> <p>3: Persuasion</p> <p>4: Logical Fallacies</p> <p>5: Find Reliable Information</p> <p>6: Reasons and Evidence</p> <p>7: Organize and Synthesize</p> <p>8: Express Your Opinion</p> <p>9: Business Letter Format</p> <p>10: Convince Your Audience</p> <p>11: Words Create Emotions</p>	<p>L.7.1, L.7.1.a-c, L.7.2, L.7.2.a-b, L.7.3, L.7.3 a, L.7.4, L.7.4.c, L.7.6</p> <p>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10</p> <p>RI. 7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>SL.7.1, SL.7.1a-d, SL.7.2,</p>	<p>Actively participate in the group discussion as a leader, a supporting member, and/or as a oppositional member.</p> <p>Analyze how specific word choice creates meaning and tone.</p> <p>Use context clues to determine meaning of connotative language in informational text.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly.</p> <p>Evaluate persuasive techniques in the Internet.</p>

<p>12: The Beauty of Life 13: Actors on the Stage of Life 14: The Language of Poetry 15: Dreams 16: The Sounds of Poetry 17: Module Review/ Exam</p>	<p>SL.7.3, SL.7.4, SL.7.6 W. 7.3, W.7.3a-e, W.7.4, W.7.5, W.7.9, W.7.10</p>	<p>Distinguish between fact and opinion. Make predictions based on prior knowledge. Confirm or revise predictions using textual support.</p>
		<p>Actively participate in the group discussion as a leader, a supporting member, and/or as a oppositional member. Differentiate evidence and inference. Identify concessions or refutations to counterclaims. Identify counterclaims. Identify how word choice communicates viewpoint. Use word origins, derivations, or definitions of Greek and Latin roots to determine word meaning.</p>
		<p>Formulate open ended research questions. Identify characteristics of credible sources. Select credible sources that provide evidence relevant to the topic. Use structural analysis of roots and affixes to determine the meaning of an unknown word. Evaluate sources and information uncovered, for research- based on: relevance, reliability, credibility.</p>

		<p>Evaluate or clarify the research question throughout the process and revise if necessary.</p> <p>Summarize, paraphrase and collect quotes from the various sources, while following citation guidelines to record source information.</p> <p>Choose a topic.</p> <p>Analyze connection between text and life.</p> <p>Identify examples of foreign words or phrases commonly used in written English emphasizing Greek and Latin words e.g. habeus corpus, e pluribus unum, bona fide, nemesis.</p>
		<p>Capitalize proper nouns and their abbreviations.</p> <p>Capitalize the first word of each item in an outline.</p> <p>Capitalize the first word of the greeting and the closing of a letter.</p> <p>Capitalize the letters that begin major subsections of an outline.</p> <p>Compare reliability and validity of sources and explain why one is more useful than another.</p> <p>Synthesize the information from multiple sources by subtopic.</p> <p>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.</p> <p>Compile information on the research topic in an organized way.</p> <p>Write a letter to the editor containing an introduction, body, conclusion, and a call to action.</p> <p>Cite sources within the report and record the full citation on a Works.</p> <p>Capitalize a person's title when it precedes a name.</p> <p>Capitalize important words in the titles of</p>

		<p>written works and other works of art.</p> <p>Capitalize proper adjectives.</p> <p>Use colons correctly in business letter salutations.</p> <p>Recognize the effect of poetic devices, such as sentence structure, line length, and punctuation.</p> <p>Use figurative language such as personification, hyperbole, or idioms to enhance poetry.</p> <p>Using evidence from the text, analyze how an author uses personification to create meaning in a piece of literature or poetry.</p> <p>Using evidence from the text, analyze how an author uses tone and mood to create meaning in a piece of literature.</p> <p>Write poetry in various forms.</p> <p>Define and use words with Greek and Latin roots.</p> <p>Explain author's point of view using textual evidence.</p> <p>Make inferences and draw conclusions from a persuasive text citing examples from the text.</p> <p>Identify persuasive techniques in media messages.</p> <p>Identify the words that appositives and appositive phrases rename in sentences.</p> <p>Identify characteristics of a various forms of poetry.</p> <p>Use examples from the text to demonstrate how lines and stanzas contribute to the structure of a poem.</p>
<p>Unit 3: Life Stories Lessons 1: Life Stories 2: Searching for Home 3: A Family in Conflict 4: Hilarity</p>	<p>L.7.1, L.7.1.a-c, L.7.2, L.7.2.a-b, L.7.3, L.7.3 a,L.7.4, L.7.4.c, L.7.4.a-d, L.7.5, L.7.5.a-c, L.7.6</p> <p>RI. 7.1, RI.7.2, RI.7.3,</p>	<p>Cite examples of how syntax contributes to author's viewpoint.</p> <p>Identify textual evidence that supports explicit meaning.</p>

<p>5: Personal Stories 6: Find Your Voice 7: Show and Tell 8: Writing Workshop 2 9: Freedom 10: Different Purposes 11: Primary Sources 12: Different Perspectives 13: Writing Workshop 3 14: Watch and Listen 15: Are You Convinced? 16: Just the Facts 17: Module Review/ Exam</p>	<p>RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>SL.7.1, SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</p> <p>W.7.2, W.7.2.a-f, W. 7.3, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10</p>	<p>Make inferences and draw conclusions.</p> <p>Use feedback from others to plan, draft, or revise writing.</p> <p>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly Identify appropriate vocabulary strategies for determining a word's meaning.</p> <p>Contrast two or more text to analyze how different authors distinguish or create their positions.</p> <p>Demonstrate comprehension of text.</p> <p>Identify figurative and connotative language in informational texts.</p> <p>Identify first-person point of view and its effect.</p> <p>Identify print and electronic resources to determine and correct spelling. Demonstrate comprehension of text.</p> <p>Describe how supporting information deepens understanding of a key individual, event, or idea in an informational text.</p> <p>Draw conclusions and make inferences of implied information using textual support as evidence.</p> <p>Identify textual evidence that supports inferences or conclusions.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Use spelling rules to improve spelling - e.</p> <p>Cite examples of how word choice communicates author's viewpoint.</p> <p>Demonstrate the use of spelling patterns to help with spelling of other words in the word family.</p>
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		<p>Use commas before the coordinating conjunctions that join the parts of compound sentences.</p> <p>Use precise language to enhance story experiences and events.</p> <p>Use sensory language to describe experiences, events, setting, and/or characters in a story.</p> <p>Write a conclusion that summarizes a lesson learned or an important personal event.</p> <p>Write a personal narrative with a beginning, middle, and end.</p> <p>Edit for consistent use of point of view.</p> <p>Examine views of others and revise own views if warranted.</p> <p>Use print and electronic resources to determine and correct spelling.</p> <p>Use technology to produce and publish writing.</p> <p>Write a personal narrative with a beginning, middle, and end.</p> <p>Draws connections between the topic of the discussion and larger themes.</p> <p>Demonstrate comprehension of text.</p> <p>Explain author's point of view using textual evidence.</p> <p>Recognize texts of different types and varying levels of difficulty require multiple strategies and different reading rates.</p> <p>Synthesize and organize information from a text or multiple texts.</p> <p>Analyze claims and supporting evidence two or more authors use when presenting information about the same topic, person, or event.</p>
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<p>Unit 4: Propaganda and Politics Lessons</p> <p>1: Propaganda and Politics 2: Informative Media 3: Watch, Learn, Summarize 4: Persuasive Media 5: Join With Us! 6: Because I Say So 7: Say It Just Right 8: Media Has Power 9: Sway Your Audience 10: Elements of Drama 11: Powerful Language 12: Arrogance and Deception 13: Self Doubt 14: Honor Regained? 15: Thinking About Theme 16: Present Your Critical Analysis 17: Module Review/ Exam</p>	<p>L.7.1, L.7.1.a-c, L.7.2, L.7.2.a-b, L.7.3, L.7.3 a,L.7.4, L.7.4.c, L.7.6</p> <p>RI. 7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>SL.7.1, SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</p> <p>W.7.1, W.7.1.a-e, W.6.2, W.6.2.a-f, W. 7.3, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.6, W.7.7, W.7.8, W.7.10</p>	<p>Analyze how graphic elements such as titles, headings, and layout impact meaning.</p> <p>Determine explicit messages in various forms of media.</p> <p>Evaluate how text, graphics, and sound create and convey meaning.</p> <p>Evaluate informative techniques in television, radio, video, and the Internet.</p> <p>Evaluate the effectiveness of a variety of media to convey meaning.</p> <p>Identify sentences as compound or simple with compound verbs.</p> <p>Assess for accuracy a summary of an original text focusing on main idea, details, and meaning.</p> <p>summary.</p> <p>Determine the main idea and supporting details in a visual media.</p> <p>Identify textual evidence that supports explicit meaning.</p> <p>Respond to others' posts respectfully and productively when agreeing or disagreeing.</p> <p>Summarize text objectively.</p> <p>Describe how the main ideas and details support or enhance the message.</p> <p>Compare and contrast how auditory, visual, and written media create messages.</p> <p>Differentiate fact and opinion.</p> <p>Evaluate how visual techniques such as camera angles, lighting, music influences the message.</p> <p>Evaluate persuasive techniques in television, radio, video, and Internet.</p> <p>Identify a speaker's verbal and nonverbal</p>
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		<p>messages.</p> <p>Respond to others' posts respectfully and productively when agreeing or disagreeing.</p> <p>Distinguish between words' multiple meanings based on their use in written English.</p> <p>Identify examples of inferential meaning and implied information in informational text.</p> <p>Identify figurative and connotative language in informational texts.</p> <p>Identify the audience and purpose.</p> <p>Use a dictionary to identify alternate word meanings.</p> <p>Actively participate in the group discussion as a leader, a supporting member, and/or as an oppositional member.</p> <p>Explain and evaluate reasoning for soundness, relevance, and sufficiency.</p> <p>Respond to peers' post by acknowledging new information.</p> <p>Use relevant vocabulary correctly.</p> <p>Use rhetorical devices such as parallelism, repetition, or sound patterns.</p> <p>Write a thesis statement.</p> <p>Identify the following in persuasive texts: rhetorical fallacies such as ad hominem, exaggerations, stereotyping, or categorical claims.</p> <p>Contrast words' multiple meanings based on their use in written English.</p> <p>Write a concluding paragraph that restates thesis.</p> <p>Write a propagandist essay for a specific purpose and a targeted audience.</p>
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		<p>transitions to connect ideas.</p> <p>Use speech and style appropriate to audience.</p> <p>Use appropriate volume, rate, eye contact, articulation and gestures while critiquing a literary work, film, or dramatic production.</p> <p>Describe characters based on speech, actions, or interactions with others through use of textual evidence.</p> <p>Identify character traits and motivations.</p> <p>Use examples of sentence, chapter, scene, or stanza from the text to demonstrate development of plot.</p>
<p>Unit 5: Great Ideas, Great Heroes Lessons</p> <p>1: Great Ideas, Great Heroes 2: Bring Your Idea to Life 3: A Faraway Land 4: In Our Land 5: Great Epics 6: Promises Gone Awry 7: Two Very Different Heroes 8: Honor, Anger, and Reason 9: The Best Life? 10: Awaiting a Hero 11: Trials and Adventures 12: A Research Report 13: Gather Information 14: Evaluating Progress 15: Draft and Revise 16: Module Review/Exam</p>	<p>L.7.1, L.7.1.a-c, L.7.2, L.7.2.a-b, L.7.3, L.7.3 a,L.7.4, L.7.4.c, L.7.6</p> <p>RL.7.1,RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10</p> <p>RI. 7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>SL.7.1, SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.6</p> <p>W. 7.3, W.7.3a-e, W.7.4, W.7.5, W.7.9, W.7.10 W.7.2, W.7.2.a-f</p>	<p>Determine the main idea and supporting details communicated in quantitative media.</p> <p>Evaluate how visual, auditory, or quantitative media supports or enhances text.</p> <p>Make inferences and draw conclusions.</p> <p>Recognize how to correct a phrase fragment.</p> <p>Determine how the features of graphical sources relay information.</p> <p>Identify examples of graphic sources that provide factual, quantitative and technical data.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly</p> <p>Determine the purpose in the sequence of information in an informational text.</p> <p>Follow multi-step oral instructions to complete a task or procedure.</p> <p>Give logical and sequential oral instructions for a multi-step task or procedure.</p> <p>Identify textual evidence that supports explicit meaning.</p> <p>Use a given set of instructions to achieve a stated purpose.</p>

		<p>Use relevant vocabulary correctly</p> <p>Analyze the structure of a contemporary policy speech.</p> <p>Compare and contrast a text to an audio, visual, or multimedia version of the text.</p> <p>Differentiate facts from common assertions and opinions.</p> <p>Distinguish relevant from extraneous information.</p> <p>Identify types of evidence used to support the policy speech.</p> <p>Take notes from an oral presentation.</p> <p>Recognize universal themes and connect them to multiple cultures and time periods and genres.</p> <p>Demonstrate comprehension of text.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Identify characteristics of epics.</p> <p>Identify characteristics of myths such as circle stories, hero's task, quest.</p> <p>Recognize effect of setting or culture on a literary work.</p> <p>Compare and contrast literary selections and characters.</p> <p>Demonstrate comprehension of text.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Distinguish among complete sentences, sentence fragments, and run-on sentences.</p> <p>Identify conflict and resolution.</p>
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