

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-07AV2-K	Grade Level	7
Course Name	Summit Language Arts 7-Sem1	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Offered first semester. This course 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. 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., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
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 or 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., belligerent, bellicose, rebel).
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., refined, respectful, polite, diplomatic, condescending).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.7.9	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 grade 7 topics, texts, and issues, 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.
W.7.9.a	a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W.7.9.b	b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit: The Heart's Deep Core Lesson: The Heart's Deep Core</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.4 L.7.5.b L.7.6 RL.7.6 RL.7.10 SL.7.1 SL.7.1.a, b, c W.7.9 W.7.9.a, b</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Apply rules for collegial discussions as appropriate for seventh grade. • Contribute meaningfully to middle-school level group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Prepare for the unit by previewing what you will learn and do. • Respond to others' posts written at the middle-school level respectfully and productively when agreeing or disagreeing. • Respond to questions and comments with relevant observations and ideas to maintain the focus of a discussion appropriate for seventh grade. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use cognates, synonyms and antonyms to determine the meaning of an unknown word in passages written at the middle-school level. • Use evidence from texts and other research related to a topic or issue to contribute to a discussion, as appropriate in seventh grade. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
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		<ul style="list-style-type: none"> • Work collaboratively to establish ground rules for a middle-school level group to work together.
<p>Unit: The Heart's Deep Core Lesson: Recognizing Beauty</p>	<p>L.7.4.c RL.7.1 RL.7.2 RL.7.3 RL.7.10 W.7.9 W.7.9.a</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Cite several pieces of textual evidence from a story, poem, or drama written at a seventh-grade level to support an analysis of what the text explicitly says. • Cite textual evidence from a seventh-grade-level literary work that supports an analysis of what the text explicitly says. • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Determine a central idea or theme in a seventh-grade-level literary text. • Determine how a theme or central idea of a seventh-grade-level literary text is conveyed through particular details. • Identify the part of speech of a word according to its use in a sentence written at the middle-school level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Heart's Deep Core Lesson: Perseverance Pays Off</p>	<p>L.7.1 L.7.4.c RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Identify character traits or motivations in literary texts written at the middle-school level. • Identify conjunctions or interjections in sentences written at the middle-school level.

		<ul style="list-style-type: none"> • Identify the part of speech of a word according to its use in a sentence written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Heart's Deep Core Lesson: Solitude</p>	<p>L.7.1 L.7.1.a RL.7.2 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Identify prepositional phrases in sentences written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Summarize a story, poem, or drama written at a seventh-grade reading level clearly and objectively. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: The Heart's Deep Core Lesson: Appearances Can Be Deceiving</p>	<p>L.7.1.a, c RL.7.6 RL.7.7 RL.7.9 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast literary selections written at the middle-school level. • Determine a misplaced or dangling modifier in a sentence written at a seventh-grade level. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level.

		<ul style="list-style-type: none"> • Explain the function of a phrase or a clause in general or in a particular sentence. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise a misplaced or dangling modifier in a sentence written at a seventh-grade level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Heart's Deep Core Lesson: Captivity</p>	<p>L.7.1.a RL.7.1 RL.7.2 RL.7.4 RL.7.10 SL.7.1 SL.7.1.a, c W.7.9 W.7.9.a, b</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Cite several pieces of textual evidence that support inferences drawn from a story, poem, or drama written at a seventh-grade level. • Explain the function of a phrase or a clause in general or in a particular sentence. • Identify recurring themes in literary passages written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Respond to questions and comments with relevant observations and ideas to maintain the focus of a discussion appropriate for seventh grade. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Use evidence from texts and other research related to a topic or issue to contribute to a discussion, as appropriate in seventh grade. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: The Heart's Deep Core Lesson: Generosity</p>	<p>L.7.1 RL.7.2 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Identify appositives or appositive phrases used in sentences written at the middle-school level. • Identify character traits or motivations in literary texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Heart's Deep Core Lesson: Sacrifice and Reward</p>	<p>L.7.1.a L.7.5 RL.7.4 RL.7.6 RL.7.7 RL.7.9 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast literary selections written at the middle-school level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level.

		<ul style="list-style-type: none"> • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Explain the function of a phrase or a clause in general or in a particular sentence. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Heart's Deep Core Lesson: Celebrate Life</p>	<p>L.7.1 L.7.3 L.7.5 RL.7.2 RL.7.4 RL.7.5 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Analyze the influence of rhymes on a specific stanza or verse of a poem written at a seventh-grade reading level. • Analyze, appropriate for seventh grade, how the form of a poem, including a sonnet, or its structure, including the use of stanza, verse, rhythm, or meter, contributes to the poem's meaning. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine the meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Distinguish between participles and verbs in sentences written at the middle-school level.

		<ul style="list-style-type: none"> • Identify participial phrases in sentences written at the middle-school level. • Identify the words that participles modify in sentences written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: The Heart's Deep Core Lesson: Word Play 1</p>	<p>L.7.1 L.7.2 L.7.4 L.7.5.b RL.7.1 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Cite several pieces of textual evidence that support inferences drawn from a story, poem, or drama written at a seventh-grade level. • Distinguish between participles and verbs in sentences written at the middle-school level. • Identify participial phrases in sentences written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use cognates to determine the meaning of an unknown word written at the middle-school level. • Use the relationship between words written at a seventh-grade level, such as synonym/antonym or analogy, to understand each word in the relationship.
<p>Unit: The Heart's Deep Core Lesson: Writing an Essay</p>	<p>L.7.1.a RL.7.10 W.7.4</p>	<ul style="list-style-type: none"> • Explain the function of a phrase or a clause in general or in a particular sentence.

		<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use an effective pattern of organization for specific assignment written at the middle-school level.
<p>Unit: The Heart's Deep Core Lesson: Express Yourself</p>	<p>L.7.1.c L.7.6 RI.7.6 RI.7.10 W.7.4 W.7.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine a misplaced or dangling modifier in a sentence at the middle-school level. • Determine an author's purpose in an informational text written at a seventh-grade level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise a misplaced or dangling modifier in a sentence at the middle-school level. • Use a voice and style appropriate for the audience when writing at the middle-school level. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: The Heart's Deep Core Lesson: Make It Clear</p>	<p>L.7.1 SL.7.1 SL.7.1.c W.7.1.c, d W.7.4 W.7.6</p>	<ul style="list-style-type: none"> • Distinguish between infinitives and prepositional phrases in sentences written at the middle-school level. • Identify infinitives in sentences written at the middle-school level. • Participate in a threaded discussion. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Respond to questions and comments with relevant observations and ideas to maintain the focus of a discussion appropriate for seventh grade. • Use technology, including the Internet, to interact and collaborate with others on writing projects at a seventh-grade level. • Use words, phrases, or clauses to clarify the relationships among claims, reasons, or evidence in an argument at a seventh-grade level. • Use words, phrases, or clauses to create cohesion in an argument at a seventh-grade level.
<p>Unit: The Heart's Deep Core Lesson: What's It All About?</p>	<p>L.7.1 RL.7.10 W.7.2 W.7.4</p>	<ul style="list-style-type: none"> • Distinguish among participles, participial phrases, infinitives, and infinitive phrases in sentences written at the middle-school level. • Identify infinitives in sentences written at the middle-school level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas.

		<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Write an informational or explanatory text to examine a topic and convey concepts, key ideas, or information at a seventh-grade level.
<p>Unit: The Heart's Deep Core Lesson: Writing Workshop 1</p>	<p>L.7.1.b L.7.2.b L.7.3.a L.7.4 L.7.4.a, b, c, d RL.7.10 W.7.1 W.7.1.a, b, c, d, e W.7.4 W.7.9 W.7.9.a, b W.7.10</p>	<ul style="list-style-type: none"> • Organize reasons and evidence logically to support an argument and claims at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Spell correctly when writing at the grade 7 level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding of the topic or text, at a seventh-grade level. • Use precise language in writing at a seventh-grade level, recognizing wordiness or redundancy. • Use words, phrases, or clauses to clarify the relationships among claims, reasons, or evidence in an argument at a seventh-grade level. • Use words, phrases, or clauses to create cohesion in an argument at a seventh-grade level. • Write a conclusion that follows from and supports the argument presented in a

		<p>text written at a seventh-grade reading level.</p> <ul style="list-style-type: none"> • Write an essay at the middle-school level that contains an introduction, thesis statement, supporting paragraphs, and conclusion. • Write an introduction that presents an argument and claims at a seventh-grade level. • Write routinely over extended or shorter time frames for a variety of discipline-specific tasks, purposes, and audiences at a seventh-grade level.
<p>Unit: The Heart's Deep Core Lesson: Polish Your Essay</p>	<p>L.7.1 L.7.1.a L.7.2 L.7.2.a, b L.7.3 L.7.3.a W.7.1 W.7.1.a, b, c, d, e W.7.4 W.7.5 W.7.9 W.7.9.a, b W.7.10</p>	<ul style="list-style-type: none"> • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Explain the function of a phrase or a clause in general or in a particular sentence. • Organize reasons and evidence logically to support an argument and claims at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding of the topic or text, at a seventh-grade level. • Use precise language in writing at a seventh-grade level, recognizing wordiness or redundancy. • Use words, phrases, or clauses to clarify the relationships among claims, reasons, or evidence in an argument at a seventh-grade level.

		<ul style="list-style-type: none"> • Use words, phrases, or clauses to create cohesion in an argument at a seventh-grade level. • Write a conclusion that follows from and supports the argument presented in a text written at a seventh-grade reading level. • Write an essay at the middle-school level that contains an introduction, thesis statement, supporting paragraphs, and conclusion. • Write an introduction that presents an argument and claims at a seventh-grade level. • Write routinely over extended or shorter time frames for a variety of discipline-specific tasks, purposes, and audiences at a seventh-grade level.
<p>Unit: The Heart's Deep Core Lesson: Module Review</p>	<p>L.7.4 L.7.5.b RL.7.10</p>	<ul style="list-style-type: none"> • Identify character traits or motivation in a literary passage written at the middle-school level. • Review what you have learned and prepare for the Unit Test. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use cognates to determine the meaning of an unknown word written at the middle-school level. • Use synonyms or antonyms to determine the meaning of an unknown word written at the middle-school level.
<p>Unit: The Heart's Deep Core Lesson: Module Exam</p>	<p>L.7.1 L.7.1.a, b L.7.5 L.7.5.b L.7.6 RI.7.1 RL.7.1 RL.7.4 SL.7.1 SL.7.1.b</p>	<ul style="list-style-type: none"> • Check accuracy of predictions while reading through self-guided Q&A study sheet. • Confirm or revise predictions using textual support. • Make a prediction. • Review what you have learned and prepare for the Unit Test. • Visualize or imagine events or ideas of a text while reading.

<p>Unit: Irony Lesson: Irony</p>		<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Differentiate between phrases and clauses. • Distinguish between independent and subordinate clauses in complex sentences written at the middle-school level. • Explain the function of a phrase or a clause in general or in a particular sentence. • Identify irony in a literary passage written at the middle-school level. • Identify or interpret the use of irony in a literary passage written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Prepare for the unit by previewing what you will learn and do. • Respond to others' posts written at the middle-school level respectfully and productively when agreeing or disagreeing. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use synonyms or antonyms to determine the meaning of an unknown word written at the middle-school level.
<p>Unit: Irony Lesson: Selflessness</p>	<p>L.7.1 L.7.1.a RI.7.10 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level.

		<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Differentiate between phrases and clauses. • Explain the function of a phrase or a clause in general or in a particular sentence. • Identify character traits or motivation in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Irony</p> <p>Lesson: Literature Study 2</p>	<p>L.7.1 L.7.1.a L.7.2 L.7.2.a, b L.7.3 L.7.5 L.7.5.a RL.7.2 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Differentiate between phrases and clauses. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Explain the effect of the parts of a plot on a literary text written at a seventh-grade level, including exposition, rising action, complicating incident, conflict, climax, falling action, and resolution. • Explain the function of a phrase or a clause in general or in a particular sentence. • Interpret figures of speech, such as literary, biblical, or mythological

		<p>allusions, in a text written at a seventh-grade level.</p> <ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Spell correctly when writing at the grade 7 level. • Summarize a literary text written at the middle-school level, including the main idea and relevant details. • Summarize a story, poem, or drama written at a seventh-grade reading level clearly and objectively. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Irony Lesson: Bling</p>	<p>L.7.1.c L.7.4 L.7.4.a, b, c, d L.7.5.b L.7.6 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Describe the effect of setting or culture on a literary work written at the middle-school level. • Determine a misplaced or dangling modifier in a sentence at the middle-school level. • Identify character traits or motivations in literary texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise a misplaced or dangling modifier in a sentence at the middle-school level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.

		<ul style="list-style-type: none"> • Use the relationship between words written at a seventh-grade level, such as synonym/antonym or analogy, to understand each word in the relationship.
<p>Unit: Irony Lesson: Consequences</p>	<p>L.7.1.b L.7.5 L.7.6 RL.7.2 RL.7.3 RL.7.6 RL.7.7 RL.7.9 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast literary selections written at the middle-school level. • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Explain the contributions of a character to the central conflict or story line in a literary work written at the middle-school level. • Explain the effect of the parts of a plot on a literary text written at a seventh-grade level, including exposition, rising action, complicating incident, conflict, climax, falling action, and resolution. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level. • Identify or interpret the use of irony in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Summarize a story, poem, or drama written at a seventh-grade reading level clearly and objectively. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.

<p>Unit: Irony Lesson: It's So Dramatic!</p>	<p>L.7.1.b L.7.6 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Define or describe compound-complex sentences. • Explain a playwright's use of dialogue or stage directions in a drama appropriate for seventh grade. • Form a compound-complex sentence. • Identify compound-complex sentences. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: Irony Lesson: Different Versions</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 RL.7.7 RL.7.10 SL.7.1 SL.7.1.a W.7.9 W.7.9.a, b</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast a story, drama, or poem written at a seventh-grade level with its audio, filmed, staged, or multimedia version. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Identify the major characters, incidents, events, or authors in a literary selection written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Spell correctly when writing at the grade 7 level. • Use evidence from texts and other research related to a topic or issue to contribute to a discussion, as appropriate in seventh grade.

<p>Unit: Irony Lesson: Detecting Irony</p>	<p>L.7.1.b L.7.5 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Choose among simple, compound, complex, or compound-complex sentences to signal relationships between ideas. • Identify or interpret the use of irony in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Irony Lesson: You Are the Author</p>	<p>L.7.1 L.7.1.b RL.7.10 W.7.3 W.7.3.a, d</p>	<ul style="list-style-type: none"> • Choose among simple, compound, complex, or compound-complex sentences to signal relationships between ideas. • Classify sentences written at the middle-school level as simple, compound, or complex. • Develop a point of view and context when writing a narrative text at a seventh-grade level. • Distinguish between independent and subordinate clauses in complex sentences written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use precise words and phrases, descriptive details, or sensory language to convey events and experiences in a narrative text at a seventh-grade level.
<p>Unit: Irony Lesson: Inspiration</p>	<p>RL.7.4 W.7.3 W.7.3.a, b W.7.4</p>	<ul style="list-style-type: none"> • Create a narrative that presents characters to readers at a seventh-grade level.

		<ul style="list-style-type: none"> • Develop a point of view and context when writing a narrative text at a seventh-grade level. • Identify language used to convey mood in a literary selection written at the middle-school level. • Organize an event sequence that unfolds naturally and logically in a narrative text written at a seventh-grade level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Use pacing and description to develop characters, experiences, or events in a narrative text written at a seventh-grade level. • Write dialogue to develop characters, experiences, or events in a narrative text written at a seventh-grade level.
<p>Unit: Irony Lesson: Characters Welcome</p>	<p>W.7.3 W.7.3.d W.7.4</p>	<ul style="list-style-type: none"> • Create a narrative that presents characters to readers at a seventh-grade level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level.
<p>Unit: Irony Lesson: Who Will Tell It?</p>	<p>L.7.2.b L.7.6 SL.7.1 SL.7.1.d W.7.3 W.7.3.a, b W.7.4 W.7.6</p>	<ul style="list-style-type: none"> • Create a narrative that presents a narrator to readers at a seventh-grade level. • Organize an event sequence that unfolds naturally and logically in a narrative text written at a seventh-grade level. • Participate in a threaded discussion.

		<ul style="list-style-type: none"> • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Spell correctly when writing at the grade 7 level. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use new information expressed by others to modify one's own views, when warranted, in a discussion appropriate for seventh grade. • Use technology, including the Internet, to interact and collaborate with others on writing projects at a seventh-grade level. • Write dialogue to develop characters, experiences, or events in a narrative text written at a seventh-grade level.
<p>Unit: Irony</p> <p>Lesson: Be Consistent</p>	<p>L.7.1 RL.7.10 W.7.3 W.7.3.c, d, e</p>	<ul style="list-style-type: none"> • Determine an inappropriate shift in verb tense at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise an inappropriate shift in verb tense at the middle-school level. • Use a variety of transitional words, phrases, or clauses to convey the sequence of events when writing a narrative text at a seventh-grade level. • Use a variety of transitional words, phrases, or clauses to indicate shifts from one time frame or setting to another when writing a narrative text at a seventh-grade level.

		<ul style="list-style-type: none"> • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level. • Write a conclusion that follows from and reflects on the experiences or events in a narrative text written at a seventh-grade level.
<p>Unit: Irony Lesson: Begin Your Draft</p>	<p>L.7.2</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Punctuate and capitalize dialogue written at the middle-school level correctly . • Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Irony Lesson: Writing Workshop 2</p>	<p>L.7.4 L.7.4.a, b, c, d W.7.3</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression. • Write a narrative at a seventh-grade level to develop real or imagined experiences or events.
<p>Unit: Irony Lesson: The Finishing Touch</p>	<p>L.7.1 L.7.1.a, b L.7.2 L.7.3 W.7.3 W.7.3.d W.7.5</p>	<ul style="list-style-type: none"> • Choose among simple, compound, complex, or compound-complex sentences to signal relationships between ideas. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed. • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level.

		<ul style="list-style-type: none"> • Use precise words and phrases, descriptive details, or sensory language to convey events and experiences in a narrative text at a seventh-grade level. • Write a narrative at a seventh-grade level to develop real or imagined experiences or events.
<p>Unit: Irony Lesson: Module Review</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Identify the defining characteristics of a short story written at the middle-school level. • Review what you have learned and prepare for the Unit Test. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: Irony Lesson: Module Exam</p>	<p>RL.7.3 RL.7.6</p>	<ul style="list-style-type: none"> • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level. • Review what you have learned and prepare for the Unit Test.
<p>Unit: Narratives Lesson: Narratives</p>	<p>L.7.2.b L.7.4.c L.7.6 RL.7.2 RL.7.9 RL.7.10 SL.7.1 SL.7.1.b</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Apply rules for collegial discussions as appropriate for seventh grade. • Compare or contrast a fictional portrayal of a time, place, or character with a historical account of the same time period as a means of understanding how authors of fiction use or alter history, when writing about literature at a seventh-grade level. • Describe the author's purpose and devices used to accomplish it, including author's language, organization, and

		<p>structure in literary texts written at the middle-school level.</p> <ul style="list-style-type: none"> • Explain how authors of fiction use or alter history in a narrative written at a seventh-grade reading level. • Participate in a threaded discussion. • Prepare for the unit by previewing what you will learn and do. • Spell correctly when writing at the grade 7 level. • Summarize a story, poem, or drama written at a seventh-grade reading level clearly and objectively. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech in a text written at a seventh-grade level.
<p>Unit: Narratives Lesson: Ingenuity</p>	<p>L.7.4.c L.7.6 RL.7.3 RL.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how an author contrasts the viewpoints of different characters or narrators in a literary text written at a seventh-grade reading level. • Analyze how an author develops the viewpoints of different characters or narrators in a literary text written at a seventh-grade reading level. • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech in a text written at a seventh-grade level. • Use print or digital sources to determine the pronunciation of a word in texts written at a seventh-grade level.
<p>Unit: Narratives</p> <p>Lesson: Innovation</p>	<p>L.7.6 RI.7.10 RL.7.9 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast a fictional portrayal of a time, place, or character with a historical account of the same time period, as appropriate for seventh grade. • Explain how authors of fiction use or alter history in a narrative written at a seventh-grade reading level. • Identify reference materials such as dictionary, glossary, thesaurus at the middle-school level and determine situations when each is most useful. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: Narratives Lesson: It's Radioactive</p>	<p>L.7.6 RI.7.6 RI.7.9 RI.7.10 RL.7.3</p>	<ul style="list-style-type: none"> • Analyze how two or more authors writing about the same topic in informational texts written at a seventh-grade level emphasize different evidence. • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine an author's purpose in an informational text written at a seventh-grade level. • Identify character traits or motivation in a literary passage written at the middle-school level. • Identify elements and characteristics of different genres in literary texts written at a seventh-grade reading level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: Narratives Lesson: Scientific Exploration</p>	<p>L.7.1 L.7.1.b L.7.2.b L.7.6 RI.7.6 RI.7.10 SL.7.1 SL.7.1.d</p>	<ul style="list-style-type: none"> • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level.

	<p>W.7.4 W.7.7 W.7.8</p>	<ul style="list-style-type: none"> • Determine an author's purpose in an informational text written at a seventh-grade level. • Participate in a threaded discussion. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Revise an inappropriate fragment or run-on in writing at the middle-school level. • Spell correctly when writing at the grade 7 level. • Use a standard format for citations when writing a grade-7-level research paper. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use new information expressed by others to modify one's own views, when warranted, in a discussion appropriate for seventh grade. • Write a research report at the middle-school level that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph.
<p>Unit: Narratives Lesson: Research Plan</p>	<p>L.7.1 L.7.1.b L.7.6 W.7.4 W.7.7</p>	<ul style="list-style-type: none"> • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on.

	<p>W.7.8</p>	<ul style="list-style-type: none"> • Create a research plan at the middle-school level using an outline or organization chart. • Locate relevant information from multiple print or digital sources at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise an inappropriate fragment or run-on in writing at the middle-school level. • Summarize and paraphrase when taking notes at the middle-school level. • Use a standard format for citations when writing a grade-7-level research paper. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use strategies, such as generating related and focused questions for further investigation, when conducting research for a writing project at a seventh-grade level.
<p>Unit: Narratives Lesson: Collect Information</p>	<p>L.7.1 L.7.1.b RL.7.10 W.7.2 W.7.2.a W.7.4 W.7.8</p>	<ul style="list-style-type: none"> • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Identify examples and non-examples of plagiarism at the middle-school level. • Locate relevant information from multiple print or digital sources at a seventh-grade level. • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or

		<p>explanatory text written at a seventh-grade-level.</p> <ul style="list-style-type: none"> • Paraphrase or quote the data or conclusions of others, avoiding plagiarism, at a seventh-grade level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Revise an inappropriate fragment or run-on in writing at the middle-school level. • Summarize and paraphrase when taking notes at the middle-school level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Write an introduction to present a topic and preview information that follows in an informational or explanatory text written at a seventh-grade level.
<p>Unit: Narratives</p> <p>Lesson: First Impressions Count</p>	<p>L.7.2 L.7.4.c L.7.6 RI.7.10 RL.7.10 W.7.2 W.7.2.a, b, c, d, e, f W.7.4 W.7.8 W.7.10</p>	<ul style="list-style-type: none"> • Develop the topic of an informational text or explanatory text with relevant facts, concrete details, definitions, quotations, or other information and examples, as appropriate for seventh grade. • Identify and/or use correct capitalization and punctuation in quotations at the middle-school level. • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience.

		<ul style="list-style-type: none"> • Reflect on what you have learned and prepare for the next lesson or assessment. • Use a formal style consistently when writing an informational or explanatory text at a seventh-grade level. • Use a standard format for citations when writing a grade-7-level research paper. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use appropriate transitions to create cohesion in an informational or explanatory text written at a seventh-grade level. • Use domain-specific vocabulary and precise language when writing an informational or explanatory text at a seventh-grade level. • Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech in a text written at a seventh-grade level. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level. • Write a conclusion that follows from and supports the information or explanation presented in an informational or explanatory text written at a seventh-grade level. • Write an introduction to present a topic and preview information that follows in an informational or explanatory text written at a seventh-grade level. • Write routinely over extended or shorter time frames for a variety of
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		<p>discipline-specific tasks, purposes, and audiences at a seventh-grade level.</p>
<p>Unit: Narratives Lesson: Research Paper</p>	<p>L.7.4.c, d L.7.6 RI.7.10 W.7.2 W.7.2.a, b, c, d, e, f W.7.4 W.7.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Clarify the preliminary determination of the meaning of a word or phrase in a text written at a seventh-grade level by checking the inferred meaning in the context of a sentence or paragraph or by checking the meaning in a dictionary. • Develop the topic of an informational text or explanatory text with relevant facts, concrete details, definitions, quotations, or other information and examples, as appropriate for seventh grade. • Reflect on what you have learned and prepare for the next lesson or assessment. • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Use a formal style consistently when writing an informational or explanatory text at a seventh-grade level. • Use appropriate transitions to create cohesion in an informational or explanatory text written at a seventh-grade level. • Use domain-specific vocabulary and precise language when writing an

		<p>informational or explanatory text at a seventh-grade level.</p> <ul style="list-style-type: none"> • Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech in a text written at a seventh-grade level. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level. • Write a conclusion that follows from and supports the information or explanation presented in an informational or explanatory text written at a seventh-grade level. • Write an introduction to present a topic and preview information that follows in an informational or explanatory text written at a seventh-grade level. • Write routinely over extended or shorter time frames for a variety of discipline-specific tasks, purposes, and audiences at a seventh-grade level.
<p>Unit: Narratives Lesson: Tell All About It</p>	<p>SL.7.4 SL.7.6</p>	<ul style="list-style-type: none"> • Explain claims and findings in a speech or presentation appropriate for seventh grade, emphasizing key points in a unified, coherent manner with relevant description, facts, details, or examples. • Prepare for the lesson by previewing what you will learn and do. • Use appropriate eye contact, adequate volume, and clear pronunciation when delivering a speech or presentation at a seventh-grade level. • Use language appropriate to the context and task when speaking in seventh grade.
<p>Unit: Narratives Lesson: Make a Presentation</p>	<p>RL.7.10 SL.7.1 W.7.5 W.7.6</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Use feedback from others to plan, draft, or revise writing at the middle-school level. • Use technology, including the Internet, to interact and collaborate with others on writing projects at a seventh-grade level. • Work collaboratively at the middle-school level to accomplish a goal given a set of parameters.
<p>Unit: Narratives Lesson: Vindictiveness</p>	<p>L.7.5 L.7.6 RL.7.4 RL.7.7 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze the influence of alliteration or other repeated sounds in a poem, story, or drama written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast a story, drama, or poem written at a seventh-grade level with its audio, filmed, staged, or multimedia version. • Identify or interpret the use of irony in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: Narratives Lesson: Silence</p>	<p>L.7.5 L.7.6 RL.7.3 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level.

		<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Identify examples of figurative language from a variety of middle-school level texts, such as metaphor, simile, personification, alliteration, hyperbole, or onomatopoeia. • Identify language used to convey mood in a literary selection written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: Narratives</p> <p>Lesson: Arrogance</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 L.7.6 RL.7.4 RL.7.6 RL.7.10 W.7.5 W.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine the meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the

		<p>purpose and audience have been addressed.</p> <ul style="list-style-type: none"> • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use imagery to establish a mood when writing at the middle-school level. • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level. • Use sensory language to describe experiences, events, setting, and/or characters in a literary text written at the middle-school level. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: Narratives Lesson: Notorious</p>	<p>L.7.5 L.7.6 RL.7.4 RL.7.10 W.7.6</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Identify the rhyme scheme in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.

		<ul style="list-style-type: none"> • Use strategies appropriate for middle-school to enhance listening comprehension. • Use technology, including the Internet, to interact and collaborate with others on writing projects at a seventh-grade level.
<p>Unit: Narratives Lesson: Sacrifice</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 L.7.5 L.7.6 RL.7.4 RL.7.5 RL.7.10 W.7.2 W.7.2.a, b, c, d, e, f W.7.4 W.7.5 W.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Analyze the influence of alliteration or other repeated sounds in a poem, story, or drama written at a seventh-grade reading level. • Analyze, appropriate for seventh grade, how the form of a poem, including a sonnet, or its structure, including the use of stanza, verse, rhythm, or meter, contributes to the poem's meaning. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine punctuation for effect at the middle-school level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Develop the topic of an informational text or explanatory text with relevant facts, concrete details, definitions, quotations, or other information and examples, as appropriate for seventh grade. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Identify figurative language written at the middle-school level. • Identify the rhythm or rhyme scheme in literary texts written at the middle-school level.

		<ul style="list-style-type: none"> • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed. • Use a formal style consistently when writing an informational or explanatory text at a seventh-grade level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use appropriate transitions to create cohesion in an informational or explanatory text written at a seventh-grade level. • Use domain-specific vocabulary and precise language when writing an informational or explanatory text at a seventh-grade level. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level. • Write a conclusion that follows from and supports the information or explanation presented in an informational or explanatory text written at a seventh-grade level. • Write an introduction to present a topic and preview information that follows in an informational or explanatory text written at a seventh-grade level.
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<p>Unit: Narratives Lesson: Module Review</p>	<p>L.7.4 L.7.4.a, b, c, d RL.7.10 SL.7.1 SL.7.1.b</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Respond to others' posts written at the middle-school level respectfully and productively when agreeing or disagreeing. • Review what you have learned and prepare for the Unit Test. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression. • Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech in a text written at a seventh-grade level.
<p>Unit: Narratives Lesson: Module Exam</p>	<p>RL.7.3 RL.7.4 RL.7.7</p>	<ul style="list-style-type: none"> • Analyze how character traits and motivations contribute to the plot. • Analyze how language conveys mood. • Compare and contrast text with visual or aural presentation. • Describe how supporting information deepens understanding of a key individual, event, or idea in an informational text. • Recognize how sound contributes to the poems. • Review what you have learned and prepare for the Unit Test.
<p>Unit: There and Back Again Lesson: There and Back Again</p>	<p>L.7.1 L.7.2 L.7.2.b L.7.3 L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.6 RL.7.10 SL.7.1</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Identify character traits or motivation in a literary passage written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Prepare for the unit by previewing what you will learn and do. • Spell correctly when writing at the grade 7 level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again</p> <p>Lesson: Surprise!</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.1 RL.7.2 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Explain the contributions of a character to the central conflict or story line in a literary work written at the middle-school level. • Explain the effect of the parts of a plot on a literary text written at a seventh-grade level, including exposition, rising action, complicating incident, conflict, climax, falling action, and resolution. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again</p> <p>Lesson: The Burglar</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.1 RL.7.3 RL.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how character traits or motivations contribute to the plot in a literary selection written at the middle-school level. • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level. • Identify character traits or motivation in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.

<p>Unit: There and Back Again Lesson: Riddles</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.1 RL.7.2 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Cite several pieces of textual evidence that support inferences drawn from a story, poem, or drama written at a seventh-grade level. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Determine relevant evidence that supports stated or implied ideas in a literary text written at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Choices and Consequences</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.1 RL.7.3 RL.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Explain the contributions of a character to the central conflict or story line in a literary work written at the middle-school level. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level.

		<ul style="list-style-type: none"> • Identify character traits or motivations in literary texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Word Play 2</p>	<p>L.7.4 L.7.4.a, b, c, d</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Word Play 2</p>	<p>L.7.1 L.7.2 L.7.2.b L.7.3 L.7.4 L.7.4.a, b, c, d L.7.6 RL.7.2 RL.7.3 RL.7.6 RL.7.10 SL.7.1 SL.7.1.a, d W.7.9 W.7.9.a, b</p>	<ul style="list-style-type: none"> • Clarify the preliminary determination of the meaning of a word or phrase in a text written at a seventh-grade level by checking the inferred meaning in the context of a sentence or paragraph or by checking the meaning in a dictionary. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use print or digital sources to determine the pronunciation of a word in texts written at a seventh-grade level.
<p>Unit: There and Back Again Lesson: The Power of Song</p>		<ul style="list-style-type: none"> • Analyze how an author contrasts the viewpoints of different characters or

		<p>narrators in a literary text written at a seventh-grade reading level.</p> <ul style="list-style-type: none"> • Analyze how an author develops the viewpoints of different characters or narrators in a literary text written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Describe the effect of setting or culture on a literary work written at the middle-school level. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Spell correctly when writing at the grade 7 level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use evidence from texts and other research related to a topic or issue to contribute to a discussion, as appropriate in seventh grade. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression. • Use new information expressed by others to modify one's own views, when warranted, in a discussion appropriate for seventh grade.
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<p>Unit: There and Back Again Lesson: An Unlikely Hero</p>	<p>L.7.5 RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Determine how the setting in a literary text written at the middle-school level contributes to the theme based on textual evidence. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Identify character traits or motivations in literary texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: There and Back Again Lesson: The Folly of Pride</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.5 L.7.6 RL.7.3 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level. • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Explain the effect of the parts of a plot on a literary text written at a seventh-grade level, including exposition, rising action, complicating incident, conflict, climax, falling action, and resolution. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Greed and Desire</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.5 L.7.6 RL.7.2 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Bravery or Betrayal?</p>	<p>RL.7.2 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: There and Back Again Lesson: Back Again</p>	<p>L.7.4.a L.7.6 RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Analyze how elements of a story or drama interact, such as how a setting shapes the character or plot, at a seventh-grade reading level. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level. • Determine a theme or central idea in a story, poem, or drama written at a seventh-grade reading level. • Determine relevant evidence that supports stated or implied ideas in a literary text written at a seventh-grade level. • Determine the meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine what characters are like by what they say or do, or how the author portrays them in a literary selection written at the middle-school level. • Explain the interactions between characters, events, or ideas in a literary text written at a seventh-grade level.

		<ul style="list-style-type: none"> • Reflect on what you have learned and prepare for the next lesson or assessment. • Identify character traits or motivation in a literary passage written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Summarize a story, poem, or drama written at a seventh-grade reading level clearly and objectively. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: There and Back Again</p> <p>Lesson: Autobiography</p>	<p>RI.7.6 RI.7.10 RL.7.10 W.7.3.b W.7.4</p>	<ul style="list-style-type: none"> • Determine an author's purpose in an informational text written at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Write dialogue to develop characters, experiences, or events in a narrative text written at a seventh-grade level.

<p>Unit: There and Back Again Lesson: Choose Your Topic</p>	<p>L.7.2.b SL.7.1 SL.7.1.c W.7.4 W.7.6</p>	<ul style="list-style-type: none"> • Participate in a threaded discussion. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Respond to questions and comments with relevant observations and ideas to maintain the focus of a discussion appropriate for seventh grade. • Spell correctly when writing at the grade 7 level. • Use technology, including the Internet, to interact and collaborate with others on writing projects at a seventh-grade level.
<p>Unit: There and Back Again Lesson: Appeal to the Senses</p>	<p>RI.7.10 W.7.3 W.7.3.a, b, d, e W.7.4</p>	<ul style="list-style-type: none"> • Create a narrative that presents a narrator to readers at a seventh-grade level. • Determine an author's purpose in an informational text written at a seventh-grade level. • Develop a point of view and context when writing a narrative text at a seventh-grade level. • Organize an event sequence that unfolds naturally and logically in a narrative text written at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level. • Write a conclusion that follows from and reflects on the experiences or events in a narrative text written at a seventh-grade level. • Write a narrative at a seventh-grade level to develop real or imagined experiences or events. • Write dialogue to develop characters, experiences, or events in a narrative text written at a seventh-grade level.
<p>Unit: There and Back Again</p> <p>Lesson: Polish Your Draft</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 W.7.3 W.7.3.a, b, d, e W.7.4 W.7.5 W.7.6 W.7.10</p>	<ul style="list-style-type: none"> • Correct wordiness or redundancy in writing or speaking at the middle-school level. • Create a narrative that presents a narrator to readers at a seventh-grade level. • Develop a point of view and context when writing a narrative text at a seventh-grade level. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Organize an event sequence that unfolds naturally and logically in a narrative text written at a seventh-grade level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed.

		<ul style="list-style-type: none"> • Use precise language at the middle-school level, recognizing wordiness or redundancy. • Use precise words and phrases, descriptive details, or sensory language to capture the action when writing a narrative text at a seventh-grade level. • Use precise words and phrases, descriptive details, or sensory language to convey events and experiences in a narrative text at a seventh-grade level. • Use technology, including the Internet, to produce and publish writing at a seventh-grade level. • Write a conclusion that follows from and reflects on the experiences or events in a narrative text written at a seventh-grade level. • Write a narrative at a seventh-grade level to develop real or imagined experiences or events. • Write dialogue to develop characters, experiences, or events in a narrative text written at a seventh-grade level. • Write routinely over extended or shorter time frames for a variety of discipline-specific tasks, purposes, and audiences at a seventh-grade level.
<p>Unit: There and Back Again Lesson: Module Review</p>	<p>L.7.4 L.7.4.a, b, c, d RL.7.2 RL.7.3 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Review what you have learned and prepare for the Unit Test. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: There and Back Again Lesson: Module Exam</p>		<ul style="list-style-type: none"> • Explain how character and setting are related in a literary work. • Explain how setting and theme are related in a literary work.

		<ul style="list-style-type: none"> • Explain multiple themes in a piece of literature. • Review what you have learned and prepare for the Unit Test.
<p>Unit: Advice and Instruction Lesson: Advice and Instruction</p>	<p>L.7.4 L.7.4.a, b, c, d L.7.6 RI.7.2 RI.7.3 RI.7.5 RI.7.10 RL.7.10 SL.7.1 SL.7.1.b</p>	<ul style="list-style-type: none"> • Analyze how the major sections of an informational text written at a seventh-grade level contribute to the development of the ideas in the text. • Analyze the interactions between individuals, events, or ideas in an informational text written at a seventh-grade level. • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine the structure an author uses to organize an informational text written at a seventh-grade level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Prepare for the unit by previewing what you will learn and do. • Respond to others' posts written at the middle-school level respectfully and productively when agreeing or disagreeing. • Summarize an informational text written at a seventh-grade level accurately and objectively. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use knowledge of text structures to increase comprehension of information text written at the middle-school level. • Use known vocabulary strategies when considering a word or phrase written at

		<p>a seventh-grade level that is important to comprehension or expression.</p>
<p>Unit: Advice and Instruction Lesson: Procedural Text</p>	<p>L.7.4.a L.7.6 RI.7.10 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use context to help determine the meaning of a word or phrase at a grade 7 level. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use knowledge of text structures to increase comprehension of information text written at the middle-school level.
<p>Unit: Advice and Instruction Lesson: What's the Procedure?</p>	<p>L.7.6 W.7.2 W.7.2.a, b, c, d W.7.4</p>	<ul style="list-style-type: none"> • Develop the topic of an informational text or explanatory text with relevant facts, concrete details, definitions, quotations, or other information and examples, as appropriate for seventh grade. • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Use domain-specific vocabulary and precise language when writing an

		<p>informational or explanatory text at a seventh-grade level.</p> <ul style="list-style-type: none"> • Use formatting, such as headings; graphics, such as charts or tables; or multimedia, to support and enhance content in an informational or explanatory text written at a seventh-grade level. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level. • Write an informational or explanatory text to examine a topic and convey concepts, key ideas, or information at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Who Is My Audience?</p>	<p>W.7.2 W.7.2.a, c W.7.4</p>	<ul style="list-style-type: none"> • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing at a seventh-grade level that exhibits development, style, and organization appropriate to the task, purpose, and audience. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Illustrate It</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 L.7.6 W.7.2</p>	<ul style="list-style-type: none"> • Develop the topic of an informational text or explanatory text with relevant facts, concrete details, definitions, quotations, or other information and examples, as appropriate for seventh grade.

	<p>W.7.2.a, b, c, d W.7.4 W.7.5</p>	<ul style="list-style-type: none"> • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Organize concepts, ideas, or information using strategies such as definition, classification, compare or contrast, or cause-and-effect in an informational or explanatory text written at a seventh-grade-level. • Prepare for the lesson by previewing what you will learn and do. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed. • Use domain-specific vocabulary and precise language when writing an informational or explanatory text at a seventh-grade level. • Use formatting, such as headings; graphics, such as charts or tables; or multimedia, to support and enhance content in an informational or explanatory text written at a seventh-grade level. • Use transitions to clarify the relationships among concepts and ideas in an informational or explanatory text written at a seventh-grade level. • Write an informational or explanatory text to examine a topic and convey concepts, key ideas, or information at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Integrating Media</p>	<p>SL.7.5</p>	<ul style="list-style-type: none"> • Integrate multimedia and visual displays, appropriate for seventh grade, in a presentation to emphasize important points. • Prepare for the lesson by previewing what you will learn and do.
<p>Unit: Advice and Instruction Lesson: Show and Tell</p>	<p>SL.7.1 SL.7.2 SL.7.4 SL.7.6 W.7.6</p>	<ul style="list-style-type: none"> • Analyze the main ideas and supporting details presented visually, quantitatively, or orally, as appropriate to seventh grade, in diverse media and formats. • Explain claims and findings in a speech or presentation appropriate for seventh

		<p>grade, emphasizing key points in a unified, coherent manner with relevant description, facts, details, or examples.</p> <ul style="list-style-type: none"> • Integrate multimedia and visual displays, appropriate for seventh grade, in a presentation to emphasize important points. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Use appropriate eye contact, adequate volume, and clear pronunciation when delivering a speech or presentation at a seventh-grade level. • Use formal English when appropriate to the context and task when speaking in seventh grade. • Use technology, including the Internet, to produce and publish writing at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Advice</p>	<p>L.7.6 RI.7.6 RI.7.10 W.7.1 W.7.1.a, b, c, d, e W.7.4 W.7.9 W.7.9.a, b W.7.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine an author's purpose in an informational text written at a seventh-grade level. • Organize reasons and evidence logically to support an argument and claims at a seventh-grade level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding

		<p>of the topic or text, at a seventh-grade level.</p> <ul style="list-style-type: none"> • Use vivid language and maintain a consistent tone when writing at a middle-school level. • Write a conclusion that follows from and supports the argument presented in a text written at a seventh-grade reading level. • Write an introduction that presents an argument and claims at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Pride in a Job Well Done</p>	<p>L.7.6 RI.7.8 RI.7.10 SL.7.3</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Evaluate whether the reasoning used to support a claim or argument in an informational text written at a seventh-grade level is logical. • Identify the effect of logical fallacies and/or emotional appeals in informational texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Anger Management</p>	<p>L.7.6 RI.7.6 RI.7.8 RI.7.10 SL.7.3</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Describe an argument that is presented in an informational text written at a seventh-grade level. • Describe the author's purpose and devices used to accomplish it, including author's language, organization, and structure in informational texts written at the middle-school level. • Determine specific claims in an informational text written at a seventh-grade level. • Evaluate whether the evidence used to support a claim or argument in an informational text written at a seventh-grade level is sufficient or relevant. • Evaluate whether the reasoning used to support a claim or argument in an informational text written at a seventh-grade level is logical. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: Advice and Instruction Lesson: Persistence</p>	<p>L.7.1 L.7.1.b L.7.5 L.7.6 RI.7.6 RL.7.2 RL.7.4 RL.7.7 RL.7.9 RL.7.10</p>	<ul style="list-style-type: none"> • Analyze how a theme or central idea develops over the course of a story, poem, or drama written at a seventh-grade reading level. • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level.

		<ul style="list-style-type: none"> • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Compare or contrast literary selections written at the middle-school level. • Describe the author's purpose and devices used to accomplish it, including author's language, organization, and structure in informational texts written at the middle-school level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine the meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Identify the verb tense at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use strategies appropriate for middle-school to enhance listening comprehension. • Use the correct verb form to complete a sentence written at the middle-school level. Identify the principal parts of regular and/or irregular verbs written at the middle-school level.
<p>Unit: Advice and Instruction Lesson: Parental Advice</p>	<p>L.7.1 L.7.1.b L.7.5.c L.7.6 RI.7.4 RI.7.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in a literary text written at a seventh-grade reading level.

	<p>RL.7.1 RL.7.4 RL.7.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for a seventh-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Answer questions to demonstrate comprehension of literature in the sixth to eighth-grade text-complexity band. • Determine an inappropriate shift in verb tense at the middle-school level. • Determine the connotative meanings of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine the figurative meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine the figurative meaning of words and phrases as they are used in an informational text written at a seventh-grade level. • Determine the meaning of words and phrases as they are used in a literary text written at a seventh-grade reading level. • Determine the meaning of words and phrases as they are used in an informational text written at a seventh-grade level. • Make inferences or draw conclusions in a literary text written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Revise an inappropriate shift in verb tense at the middle-school level. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use the correct verb form to complete a sentence written at the middle-school
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		<p>level. Identify the principal parts of regular and/or irregular verbs written at the middle-school level.</p>
<p>Unit: Advice and Instruction Lesson: Can You Believe It?</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 L.7.6 RI.7.8 RI.7.10 RL.7.10 SL.7.1 SL.7.1.c, d W.7.1 W.7.1.a, b W.7.9 W.7.9.b W.7.10</p>	<ul style="list-style-type: none"> • Determine specific claims in an informational text written at a seventh-grade level. • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Evaluate specific claims in an informational text written at a seventh-grade level. • Identify the verb tense at the middle-school level. • Organize reasons and evidence logically to support an argument and claims at a seventh-grade level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Respond to questions and comments with relevant observations and ideas to maintain the focus of a discussion appropriate for seventh grade. • Spell correctly when writing at the grade 7 level. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use active reading strategies to better comprehend literary texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding of the topic or text, at a seventh-grade level.

		<ul style="list-style-type: none"> • Use new information expressed by others to modify one's own views, when warranted, in a discussion appropriate for seventh grade. • Write an argument with clear reasons and applicable evidence to support claims at a seventh-grade level. • Write an introduction that presents an argument and claims at a seventh-grade level.
<p>Unit: Advice and Instruction Lesson: Persuade Me</p>	<p>RI.7.10 W.7.1 W.7.1.a, b, c, d, e W.7.4 W.7.9 W.7.9.b</p>	<ul style="list-style-type: none"> • Identify the audience when writing at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Write a persuasive essay at the middle-school level with a body that includes reasons that support the thesis statement and evidence that support the reasons.
<p>Unit: Advice and Instruction Lesson: Putting It All Together</p>	<p>L.7.3 L.7.3.a W.7.1 W.7.1.b, d W.7.9 W.7.9.b</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding of the topic or text, at a seventh-grade level. • Use precise language in writing at a seventh-grade level, recognizing wordiness or redundancy. • Write an argument with clear reasons and applicable evidence to support claims at a seventh-grade level.

<p>Unit: Advice and Instruction Lesson: Writing Workshop 5</p>	<p>L.7.1 L.7.2 L.7.2.a, b L.7.3 W.7.1 W.7.1.a, b, c, d, e W.7.4 W.7.5 W.7.9 W.7.9.b</p>	<ul style="list-style-type: none"> • Edit writing for conventions, grammar, and usage at a seventh-grade level. • Maintain a consistent tone that is appropriate to the audience and topic when writing at the middle-school level. • Plan a piece of writing at a seventh-grade level to develop and organize ideas. • Prepare for the lesson by previewing what you will learn and do. • Revise writing, at a seventh-grade level, to strengthen ideas, ensuring that the purpose and audience have been addressed. • Use logical reasoning and relevant evidence to support arguments and claims, demonstrating an understanding of the topic or text, at a seventh-grade level. • Write a conclusion that follows from and supports the argument presented in a text written at a seventh-grade reading level. • Write a persuasive essay at the middle-school level with a body that includes reasons that support the thesis statement and evidence that support the reasons. • Write a persuasive essay at the middle-school level with a clear introduction that includes a hook and a strong thesis statement.
<p>Unit: Advice and Instruction Lesson: Module Review</p>		<ul style="list-style-type: none"> • Review what you have learned and prepare for the Unit Test.
<p>Unit: Advice and Instruction Lesson: Module Exam</p>	<p>RI.7.1 RI.7.6 RI.7.7 RL.7.1 RL.7.7 RL.7.9 W.7.9 W.7.9.a, b</p>	<ul style="list-style-type: none"> • Explain using textual evidence how organizational patterns develop the author's viewpoint. • Review what you have learned and prepare for the Unit Test. • Use textual evidence to compare and contrast similar themes or topics of texts in different forms or genres.