Unit	Standards	Content	Skills
Drama	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and	• Plot • Theme • Conflict • Setting • Characterization • Protagonist • Antagonist • Round character • Flat character • Exposition • Inciting incident • Rising action • Climax • Falling action • Resolution • Foreshadowing • Flashback • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony • Symbol • Victorian Era (applies to required drama/novel)	The students will be able to: • Identify roots, prefixes, and suffixes in words • Use context of sentences to clarify the meaning of unknown words • Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence • Understand that setting is an important element in the plot structure and that it influences other narrative elements • Recognize exposition, conflict, rising and falling action, climax, and resolution within plot • Identify how characterization is used to portray round, flat, primary, and secondary characters • Understand that a theme is an underlying message an author conveys in a drama • Recognize the difference between story-level themes and abstract themes • Understand that organizational patterns are used to structure information in texts • Recognize themes, key ideas, main ideas, and supporting ideas in texts • Recognize uses of various figures of speech

Unit	Standards	Content	Skills
	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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **6. Assess how point of view or purpose shapes the content and style of a text.** RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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). **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** 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. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.**		• Understand how a historical setting influences the drama • Recognize the use of visual and auditory elements as essential to the dramatic form

Unit	Standards	Content	Skills
	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. **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1c. 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.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;		

Unit	Standards	Content	Skills
	use appropriate eye contact, adequate volume, and clear pronunciation.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	Language **Knowledge of Language** **3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**		
	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
	Vocabulary Acquisition and Use **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**		
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		

Unit	Standards	Content	Skills
	L.7.4a. 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.7.4c. 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.7.4d. 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).		
	5. Demonstrate understanding of word relationships and nuances in word meanings.		
	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
	L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
	L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		

Unit	Standards	Content	Skills
Nonfiction	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Informational Text** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,**	• Periodicals (newspapers/magazines) • Speeches • Biography • Autobiography • Memoir • Essay • Author's purpose • Organizational patterns	The students will be able to: • Understand that organizational patterns are used to structure information in texts • Recognize key ideas, main ideas, and supporting ideas in nonfiction • Trace and evaluate the argument and specific claims in a text • Assess whether the reasoning of a text is sound • Assess whether the evidence of a text is relevant and sufficient to support the claims • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Analyze the interactions among individuals, events, and ideas in a text • Trace the development of argument and claims across different forms of nonfiction • Understand that a text reflects a social, cultural, and historical context • Recognize that different readers have different opinions about texts • Understand that language represents and constructs how readers perceive events, people, groups, and ideas • Understand that language has both positive and negative implications that can affect readers in different ways

Unit	Standards	Content	Skills
	scene, or stanza) relate to each other and the whole. 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. **6. Assess how point of view or purpose shapes the content and style of a text.** RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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). **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** 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. **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.**		• Recognize an author's intended audience and purposes for writing • Understand that authors make specific word choices to achieve specific effects

Unit	Standards	Content	Skills
	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. **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1c. 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.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** 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.		

Unit	Standards	Content	Skills
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 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. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** 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. **5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		

Unit	Standards	Content	Skills
Novel	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger**	• Plot • Theme • Conflict • Setting • Characterization • Protagonist • Antagonist • Round character • Flat character • Exposition • Inciting incident • Rising action • Climax • Falling action • Resolution • Foreshadowing • Flashback • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony • Symbol	The students will be able to: • Identify roots, prefixes, and suffixes in words. • Use context of sentences to clarify the meaning of unknown words. • Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence. • Understand that setting is an important element in the plot structure and that it influences other narrative elements. • Recognize exposition, conflict, rising and falling action, climax, and resolution within plot. • **Identify how characterization is used to portray round, flat, primary, and secondary characters.** • Understand that a theme is an underlying message an author conveys in a novel. • **Recognize the difference between story-level themes and abstract themes.** • Recognize the use of first- and third-person narrative points of view. • Understand that the narrative point of view influences how the novel is expressed. • Understand that organizational patterns are used to structure information in texts. • Recognize themes, key ideas, main ideas, and supporting ideas in texts. • Recognize uses of various figures of speech.

Unit	Standards	Content	Skills
	portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		• Understand how a historical setting influences the novel.
	RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
	6. Assess how point of view or purpose shapes the content and style of a text.		
	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		
	Integration of Knowledge and Ideas **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**		
	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).		
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
	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.		
	Range of Reading and Level of Text Complexity **10. Read and comprehend complex literary and informational texts independently and proficiently.**		
	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.		
	Speaking & Listening **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range**		

Unit	Standards	Content	Skills
	of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
	SL.7.1c. 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.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	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.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

Unit	Standards	Content	Skills
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language** **Vocabulary Acquisition and Use** **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.4a. 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.7.4c. 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.7.4d. 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). **5. Demonstrate understanding of word relationships and nuances in word meanings.** L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Unit	Standards	Content	Skills
	L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 		
A Christmas Carol	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	• Plot • Theme • Conflict • Setting • Characterization • Point of view • Protagonist • Antagonist • Round character • Flat character • Exposition • Inciting incident • Rising action • Climax • Falling action • Resolution • Foreshadowing • Flashback • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony • Symbol	The students will be able to: • Identify roots, prefixes, and suffixes in words. • Use context of sentences to clarify the meaning of unknown words. • Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence. • Understand that setting is an important element in the plot structure and that it influences other narrative elements. • Recognize exposition, conflict, rising and falling action, climax, and resolution within plot. • Identify how characterization is used to portray round, flat, primary, and secondary characters. • Understand that a theme is an underlying message an author conveys in a novel.

Unit	Standards	Content	Skills
	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **6. Assess how point of view or purpose shapes the content and style of a text.** RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **Integration of Knowledge and Ideas** **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** 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).	• Victorian Era	• Recognize the difference between story-level themes and abstract themes. • Recognize the use of first- and third-person narrative points of view. • Understand that the narrative point of view influences how the novel is expressed. • Understand that organizational patterns are used to structure information in texts. • Recognize themes, key ideas, main ideas, and supporting ideas in texts. • Recognize uses of various figures of speech. • Understand how a historical setting influences the novel.

Unit	Standards	Content	Skills
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
	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.		
	Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.		
	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.		
	Speaking & Listening **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**		
	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
	SL.7.1c. 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.		

Unit	Standards	Content	Skills
	SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	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.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	Language **Vocabulary Acquisition and Use** **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**		
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
	L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in		

Unit	Standards	Content	Skills
	a sentence) as a clue to the meaning of a word or phrase.		
	L.7.4c. 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.7.4d. 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).		
	5. Demonstrate understanding of word relationships and nuances in word meanings.		
	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
	L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
	L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		

Unit	Standards	Content	Skills
Poetry	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** RL.7.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the	• Narrative • Haiku • Lyric • Repetition • Rhyme scheme • Meter • Stanza • Imagery • Diction • Tone • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony • Symbol • Sound devices	The students will be able to: • Use strategies to go beyond the text. • Identify the characteristics of poetic genres. • Understand poetic organizational patterns. • Recognize the elements and forms that influence meaning in poetry. • Understand that poetry relies on the sound of spoken language to communicate meaning. • Recognize that poetry uses a range of figurative language and imagery to communicate ideas.

Unit	Standards	Content	Skills
	grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	Speaking & Listening		
	Comprehension and Collaboration		
	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
	SL.7.1c. 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.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.		
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
	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.		
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		

Unit	Standards	Content	Skills
	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. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** 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. **5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **Language** **Knowledge of Language** **3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* **5. Demonstrate understanding of word relationships and nuances in word meanings.** L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Unit	Standards	Content	Skills
	L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		
Short Stories	**CCSS: English Language Arts 6-12** **CCSS: Grade 7** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** 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. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 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. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	• Plot • Theme • Conflict • Setting • Characterization • Point of view • Protagonist • Antagonist • Round character • Flat character • Exposition • Inciting incident • Rising action • Climax • Falling action • Resolution • Foreshadowing • Flashback • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony	The students will be able to: • Identify roots, prefixes, and suffixes in words. • Use context of sentences to clarify the meaning of unknown words. • Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence. • Understand that setting is an important element in the plot structure and that it influences other narrative elements. • Recognize exposition, conflict, rising and falling action, climax, and resolution within plot. • Identify how characterization is used to portray round, flat, primary, and secondary characters. • Understand that a theme is an underlying message an author conveys in a story.

Unit	Standards	Content	Skills
	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **6. Assess how point of view or purpose shapes the content and style of a text.** RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** 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. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** 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. **Speaking & Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range**	• Symbol	• Recognize the difference between story-level themes and abstract themes. • Recognize the use of first- and third-person narrative points of view. • Understand that the narrative point of view influences how the story is told. • Understand that organizational patterns are used to structure information in texts. • Recognize themes, key ideas, main ideas, and supporting ideas in texts. • Recognize uses of various figures of speech.

Unit	Standards	Content	Skills
	of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
	SL.7.1c. 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.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	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.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

Unit	Standards	Content	Skills
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	Language **Vocabulary Acquisition and Use** **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**		
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
	L.7.4a. 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.7.4c. 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.7.4d. 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).		
	5. Demonstrate understanding of word relationships and nuances in word meanings.		
	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Unit	Standards	Content	Skills
	L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		