

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does prior knowledge and selection of textual evidence improve comprehension of text?</i>	<i>Students understand that: -Critical analysis of literature supports the acquisition of knowledge and the development of inferential thinking</i>	<i>To assist in meeting this standard, students may: -Create a character interview -Change a major element of the text to show the main character's reaction -Rewrite the ending of a story</i>
Content Statements		
<i>Students will be able to: -Interpret the relationship between literal and inferential meanings</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer -Make accurate predictions from cues</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: - Various text of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes</i>		
Desired Results		
<i>Sample question to consider for this Which detail from the passage is least necessary to explain the topic?</i>		

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What is the established relationship between the theme and development of the story? How can summarizing establish an overall comprehension of theme?</p>	<p>Students will understand that: -Central ideas within text convey universal messages -Summarizing is a skill necessary for literary understanding</p>	<p>To assist in meeting this standard, students may: -Quote interpretation -Collage depicting meaning -Write a book review -Illustrate in chronological order -Participate in Literature Circle</p>
Content Statements		
<p>Students will be able to: -Determine the importance of theme and summarize content</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Present details supporting or defending the reader's choice of selected literature -Class discussion debating the author's message -Utilize a story map to depict the evolution of theme -Open-ended multiple choice with text support</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>
Equipment Needed		<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Story Map Graphic Organizers -Writing Journals</p>		
Desired Results		
<p>Sample question to consider for this standard: What is the main idea of the passage? Provide evidence to support your answer.</p>		

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does the interaction of story elements shape understanding?</i>	<i>Students will understand that:</i> -Story elements provide insight into the progression of a story	<i>To assist in meeting this standard, students may:</i> -Plot diagram -Character T-Chart -Character Interview -Develop a comic strip -Participate in Reader's Theatre
Content Statements		
<i>Students will be able to:</i> -Analyze the elements of a		
<i>To show evidence of meeting this standard, students may:</i> -Use a rubric to assess the components of a comic strip -Open-ended multiple choice with textual support		achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org
Equipment Needed		
<i>Teachers may use the following:</i> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>What is the main idea of the passage? Provide evidence to support your answer.</i>		

[RL 7.4](#) | 2018

Domain: Reading Standards for Literature
Cluster: Craft and Structure

Standards: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a rhyme and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of poem or section of a story or drama.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p>How do word meanings affect the understanding of figurative and connotative language?</p> <p>How does word choice affect meaning and tone of a text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Word choice impacts a reader's understanding of literature -Literary devices enhance reader comprehension 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Figurative Language Chart depicting examples -Create an advertisement utilizing figurative language -Compile a poetry booklet depicting examples of figurative language 	
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Investigate how words/phrases provide deeper meaning 			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Distinguish between various forms or examples of figurative and connotative meanings in open ended response questions -Teacher rubric to assess poetry booklet -Open-ended multiple choice with textual support 		achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed			
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Thesaurus -Word Webs 			
Desired Results			
<p>Sample question to consider for this standard:</p> <p>What technique does the poet use in the lines above?</p>			

[RL 7.5](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure		
Standards: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does the analysis of dramatic and poetic form contribute to meaningful comprehension?</i>	<i>Students will understand that:</i> -Text structure and its components contribute to meaning	<i>To assist in meeting this standard, students may:</i> -Participate in a Literature Circle lesson -Compare various types of poetry -Write song lyrics for a theatrical review -Alter a chapter from a selected novel
Content Statements		
<i>Students will be able to:</i> -Determine the significance of text structure		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Analyze various types of poems -Respond to open-ended and multiple choice with textual evidence		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following:</i> - Various text of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>How does the author organize the passage?</i>		

[RL 7.6](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure		
Standards: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does the development of contrasting points of view affect characters in a text?</i>	<i>Students will understand that: -Contrasting points of view reveal the purpose of characters within a text</i>	<i>To assist in meeting this standard, students may: -News reports from various perspectives -Rewrite chapter of a story from a different point of view -Critique author's point of view by providing a persuasive rebuttal -Create a script or screenplay -Participate in a Literature Circle -Read two accounts of the same experience and compare and contrast the points of view</i>
Content Statements		
<i>Students will be able to: -Identify how the author develops contrasting points of view</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create two comic strips, each one highlighting a different point of view of the same situation. -Re-create a personal experience from a different point of view and grade it on a holistic scoring rubric</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: -Various literary works -Writing journals -Chrome Books</i>		
Desired Results		
<i>Sample question to consider for this standard: What effect does the first-person point of view have on the reader of the text?</i>		

[RL 7.7](#) | 2018

Domain: Reading Standards for Literature
Cluster: Integration of Knowledge and Ideas

Standards: 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).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does comparing and contrasting stage direction affect the understanding of produced works?	Students will understand that: -Techniques unique to each theatrical medium influence the audience's experience -Comparing and contrasting of different mediums enhances deeper understanding	To assist in meeting this standard, students may: -Compare and contrast a book to the movie -Illustrate a scene from the story -Listen to books on tape -Record an excerpt from a text -View and analyze a movie version of a book -Compare and contrast film/live production to text
Content Statements		
Students will be able to: -Recognize how the techniques of a particular medium affect context		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Movie Review -Create a play -Create a podcast or online video -Generate a Venn Diagram based on selected text -Respond to an open-ended question		achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper		
Desired Results		
Sample question to consider for this standard: How does reading a story compare to the audio or video version?		

[RL 7.9](#) 2018

Domain: Reading Standards for Literature
Cluster: Integration of Knowledge and Ideas

Standards: Compare and contrast on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does historical fiction differ from historical events?	Students will understand that: -A relationship exists between the historical fictional portrayal and the historical account of the same period -Similarities and differences exist between historical fiction and the historical events portrayed	To assist in meeting this standard, students may: -Compare and contrast stories with similar themes, as well as those from various cultures -Participate in a Literature Circle -Create a modern retelling of a fairy tale -Write a fable or fairy tale -Rewrite a factual account, inserting a fictional character into the story -Recognize/Discuss how the fictional character changes the story
Content Statements		
Students will be able to: -Recognize the similarities and differences between fiction and a factual account		

Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer an open-ended question -Answer higher order comprehension questions with supporting details from the text	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper		

Desired Results

Sample question to consider for this standard:

How does the setting of the narrative help to expand on information from the article?

[RL 7.10](#) | 2018

Domain: Reading Standards for Literature

Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text complexity, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does careful and attentive reading ensure</i>	<i>Students will understand that: -Critically reading and understanding a variety of literary genres promotes language arts literacy</i>	<i>To assist in meeting this standard, students may: -Create a poetry contest/exhibition -Participate in literature circles -Create a book blog -Participate in a book review -Participate in a book club</i>
Content Statements		
<i>Students will be able to: -Read fiction, nonfiction, and other literary genres at grade level complexity</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Literature Circle Rubric -Complete several book reports including different genres</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i>		
Desired Results		
<i>Sample question to consider for this standard: Read and comprehend complex literary text independently and proficiently.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Cite several pieces textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What impact does inference have on a student's ability to understand the central idea of the text?</p> <p>Why is textual evidence essential to a reader's understanding?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Readers support their analysis by citing textual evidence -Inferences must be rooted in the text and must provide a conceptual foundation for understanding 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze and creating editorials -Create a graphic organizer -Engage in Literature Circles -Generate a Reader's Response Entry -Engage in small group discussions -Create a picture book
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand that analysis must be supported by evidence as well as inferences drawn from the text 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Listen/Read a speech and cite evidence form the text to support their opinion -Respond to an open ended questions related to the text -Identify language in a clip from a newscast that show bias on the presenter's part 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational texts at student's reading level -Notebook -Graphic Organizers 		
Desired Results		

Sample question to consider for this standard:

What is the most likely effect of condor chicks bonding with humans?

RI.7.2 | 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does determining the central idea contribute to understanding the text? Can a central idea change? Can there be more than one central idea? How do supporting ideas help to develop the central idea? What is a good summary?</p>	<p>Students will understand that: -Determining the central idea can help us to make vital and informative connections in our learning -Central ideas may change over the course of the text -Summaries help us to understand the central idea -Supporting ideas can help us to derive the main idea -Inferences must be rooted in text and must provide a conceptual foundation for understanding</p>	<p>To assist in meeting this standard, students may: -Creating an outline -Engage in close reading -Engage in Literature Circle -Generate a Readers Response -Engage in small group discussions -Generate a summary</p>
<p>Content Statements</p> <p>Students will be able to: -Understand that effective readers are able to discern and to summarize central and supporting ideas of a given text</p>		
<p>Assessments</p> <p>To show evidence of meeting this standard, students may: -Summarize the main idea in a given text -Students can write a memoir -Objectively respond to shared reading about a specific time topic -Participate in a small group activity using PowerPoint and presenting the cause and effect of a specific topic</p>	<p>Teacher Resources</p> <p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>

Equipment Needed	newsela.com	learningally.org
Teachers may use the following: -Various informational text of student's reading level -Graphic Organizers	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: This passage is mostly about?		

[RI.7.3](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: 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).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why analyze the interactions between people, events, and ideas in a text? How do main ideas in a text influence a reader's connection to the text? Are connections to a text essential for learning?	Students will understand that: -Readers analyze how a text makes distance connections-text-to-text, text-to-self, and text-to-world -Readers are influenced and make meaning by analyzing the interactions between ideas, people, and events	To assist in meeting this standard, students may: -Engage in Shared Reading: Making predictions -Read, Answer, Paraphrase (RAP) -Engage in close reading of select text -Engage in Literature Circle discussions -Create a T-Chart -Create a KWL Chart -Engage in small group discussions
Content Statements		
Students will be able to: -Understand that interactions between individuals, events, and ideas help connect readers to the text		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		achievethecore.org kbumreading.com

<ul style="list-style-type: none"> -Identify the cause and effect on relationships described in a text -Create a report based on a mathematical experiment -Create a timeline of a particular event or a historical figure's life -Students will present summaries of text, while peers respond 	scholastic.com frontrowed.com newsworks.org opened.com	readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com	learningally.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Venn Diagram -Graphic Organizers -Chart Paper 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Which of the following best describes the relationship between the two sentences?</p>		

[RI 7.4](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>In what ways can a reader use context clues to discover meaning?</p> <p>What decisions making process does an author use to determine word choice?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Proficient readers use words, their variations and context to create meaning -Words contain connotative and denotative meaning -Comprehension of a text is essential in order to interpret and evaluate -Author's tone helps you identify point of view 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Identify missing words from sentences using context clues and define the unknown words -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Incorporate new words into writing pieces and classroom discussions
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze non-fiction text by looking at word choice, figurative language and 		

<i>figurative language and author's style</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may: -Receive a short excerpt of an informational text sample to paraphrase and grade on a rubric -Respond to an open-ended question</i>	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<i>Teachers may use the following: -Various informational text of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Which words in the sentence will attract customers searching for the best value?</i>		

[RI 7.5](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do authors organize sentences into paragraphs, and paragraphs into chapters to communicate effectively? How do readers deepen understanding by</i>	<i>Students will understand that: -There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence -Transitional sentences</i>	<i>To assist in meeting this standard, students may: -Analyze structure that an author uses to organize text -Analyze writing exemplars -Model annotating text -Passage from a specific text, delete parts of text, identify and replace missing parts to reconstruct paragraph</i>

<p>understanding by deconstructing a text? How does analyzing text features and understanding the role of sentences strengthen and support comprehension?</p>	<p>transitional sentences contribute to the flow and sequence of a text -Identify evidence within a text that supports the author's thesis</p>	<p>missing parts to reconstruct paragraph -Deconstruction paragraph to identify topic sentence and supporting details using color codes -Brainstorm different types of transitions: contrast and support indicators -Collaborative discussions with text and graphic organizers</p>
<p>Content Statements</p>		
<p>Students will be able to: -Understand the text structure is integral to becoming a strategic reader</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Locate and identify various text features in an informational text. -Create a framework that will include headings, sub-headings, diagrams, charts, side-boxes and maps</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>
<p>Equipment Needed</p>		<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Teachers may use the following: -Various informational written text -Sticky Notes -Highlighters -Chrome Books</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard: What is one technique the author uses to emphasize the unique nature of Yellowstone?</p>		

[RI.7.6](#) 2018

<p>Domain: Reading Standards for Informational Text</p>
<p>Cluster: Craft and Structure</p>
<p>Standards: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position</p>

<i>from that of others.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does an author acknowledge conflicting evidence without weakening his/her argument?</i></p> <p><i>Why is it important to acknowledge and understand opposing viewpoints?</i></p> <p><i>How can we differentiate between the author's central argument and counter argument that the author presents in the same essay?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -The author has one central thesis that focuses the entire essay -The author also includes counter arguments -It is essential to understand conflicting viewpoints -The reader ascertains the relevance of the text by understanding the author's thesis and counter arguments -There is a difference between the author's purpose and the purpose of the text 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Introduce the rhetorical triangle and investigate how audience, subject and author interact -Read an essay and identify the counter arguments -Quick writes used to have students create counter arguments -Provide a model essay based upon a commonly held belief and ask students to paraphrase both the author's and opposing viewpoints
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Understand that effective argumentation involves the author's thesis plus counter arguments 		
Assessments		Teacher Resources
<p><i>To show evidence meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read an informational piece, analyze the author's point of view and identify opposing viewpoints. Assess response on rubric -Read an informational text article, students will create posters to be used as a visual guide that represents two opposing viewpoints on the same topic 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p>
Equipment Needed		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p>
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Informational Passage - Venn Diagrams - Chrome Books 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p>		

What is the author's purpose in writing this passage?

RI.7.7 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: 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).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the medium or format affect the presentation of information? How does exploring information presented in different media or formats affect the reader's understanding of a topic or an idea?	Students will understand that: -The medium affects how information is presented -Understanding of a topic is positively affected by exploring information in different media and formats	To assist in meeting this standard, students may: -Generate Reader's Response Journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog, and magazine) -Participate in a citing text evidence lesson -Participate in a debate using evidence from text to support position -Complete a Venn Diagram -Generate a Reader's Response Entry -Complete an Anticipation Guide -Generate a summary -Engage in pre-writing activities such as brainstorming and organizing information
Content Statements		
Students will be able to: -Gain a fuller understanding of a topic when they explore information from different media and formats		
Assessments		Teacher Resources
To show evidence of meeting this standards, students may: -Reflect on how a given topic is presented in different mediums such as a textbook, blog, and magazine -Write a summary on a given topic after exploring a variety of mediums such as a textbook, blog, and magazine		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com
Teachers may use the following: -Nonfiction text (textbook, blog, or magazine) -Chrome Book -Writing Journals		

-Writing Journals

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

Which of the following, if added, would most help students understand the details of the writing contest?

[RI.7.8](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does an author support his/her claim(s)?</p> <p>How does one determine whether an author's evidence is sufficient?</p> <p>In what ways does irrelevant information impact an argument?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Arguments depend on evidence and logic -Just because an author writes something does not mean it is true -Authors often include irrelevant information in order to mislead the reader -An author must include enough evidence to fully support his/her claim -Readers must evaluate an author's evidence 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze an advertisement -Model organizing a persuasive essay -Read aloud an editorial in a local newspaper and write a letter to the editor -Outline text structures so students understand how information is presented in a persuasive essay -Record changes in opinion and knowledge based upon a concept map -Outline text structures so students understand how information is presented in a argumentative essay
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize and think about how evidence and logic are key to understanding argumentation 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Listen or read a political speech/advertisement, identify the main idea and supporting details, and determine its effectiveness and logic -Construct an Opinion letter regarding a specific topic 	<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p>
Equipment Needed		

Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

Which statement best encourages students not to hesitate?

[RI 7.9](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why are words powerful? Why is it important to gather information from a variety of sources? What validates an author's ideas? How does tone affect the relevance of the information?	Students will understand that: -Perception can become reality -Opinions and facts differ among authors -Authors might attempt to exaggerate or understate facts to persuade readers -Authors might have underlying and hidden motives to write a piece -Depending on their usage, words have denotation and connotation	To assist in meeting this standard, students may: -Give students short articles on a common topic (e.g., stories about the same event from two separate newspapers or magazines) and look for common words or phrases -Investigate the denotative and connotative differences between words in context of multiple written pieces -After analysis of an author's biography, attempt to determine which pieces of writing are from a particular author based on the words/ideas he or she uses -Using a graphic organizer, extract facts and opinions from a piece of writing -Extract meaningful words/phrases from a work of writing for analysis -Summarize an article in a Twitter style "tweet" (in 140 characters or less)
Content Statements		
Students will be able to: -Determine the differences between facts and opinions -Understand that authors gain credibility through		

<p><i>gain credibility through research and investigation</i></p> <p><i>-Good readers ask questions about the text before, during, and after reading a text</i></p>	<p><i>-Tone has its place in presenting information</i></p>	<p><i>-Analyze a humorous anecdote of an important event. Discuss the author's technique that made it humorous</i></p>	
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>-Provide an objective summary of a Narrative; analyze the central idea and discuss how it is conveyed through supporting ideas and how it is developed over the course of the text and grade on a rubric</i></p> <p><i>-Differentiate between fact and opinion through analysis of concepts of a written assessment</i></p> <p><i>-Develop a visual representation of an author's attempts to persuade using rhetoric</i></p>		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed		<p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>	<p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
<p>Teachers may use the following:</p> <p>-Informational texts</p> <p>-Venn Diagram</p> <p>-Highlighters</p> <p>-Sticky Notes</p> <p>-Chart Paper</p>			
Desired Results			
<p><i>Sample question to consider for this standard:</i></p> <p><i>Both of these documents adress which topic?</i></p>			

[RI 7.10](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literary nonfiction at grade level text complexity, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is reading non-fiction	Students will understand that:	To assist in meeting this standard, students may:

<i>text important?</i>	-Human being are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history -Informational texts can be used as a supplement to enhance writer's point of view about a specific subject	-Read a variety of non-fiction pieces to determine which form resonates with them -Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you
Content Statements		
Students will be able to: -To incorporate informational texts into students' intellectual repertoire		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Write an editorial expressing their point of view about a current event topic	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: -Various nonfiction text at student's independent and instructional reading levels -Chrome Books		
Desired Results		
Sample question to consider for this standard: Read and comprehend complex informational text independently and proficiently.		

Domain: Writing		
Cluster: Text Types and Purposes		
<p>Standards: Write arguments to support claims with clear reasons and evidence.</p> <p>W 7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W 7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W 7.1.C Use words, phrases, and clauses to create cohesive and clarify the relationships among claim(s) and reasons, and evidence.</p> <p>W 7.1.D Establish and maintain a formal style/academic style, approach, and form.</p> <p>W 7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to have strong evidence to make a logical, non-emotional argument?</p> <p>Why is the vocabulary we use in an argument important?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Differentiating between logical and emotional arguments enables writers to fully develop/examine a topic -Examining a distinction between facts and propaganda allows the writer to establish a credible argument -Words have connotative and denotative meanings 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create an advertisement -Create a script for a commercial using persuasive techniques learned -Read an advertisement and locate/highlight persuasive techniques -Using historical events such as genocides or health issues such as childhood obesity and smoking to identify the use of propaganda
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Compose effective arguments to persuade others into action -Differentiate between connotative and denotative 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a collaborative essay that supports/opposes a topic of civic nature -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate -Identify the persuasive strategies in an advertisement -Create an electronic presentation showing both logical and emotional evidence such as a global, civic, or health concerns 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com

Equipment Needed	newsela.com	learningally.org
Teacher may use the following:	readworks.org	biguniverse.com
-Chrome Book	pbslearningmedia.org	readingrocket.org
-Overhead projector	poetryfoundation.org	sharemylesson.com
-Internet	kellygallagher.org	commonlit.org
-Journals/Notebooks		
-Holistic Scoring Rubrics		
Desired Results		
Sample question to consider for this standard:		
Imagine that you are part of a Congressional Committee that is attempting to convince law makers to bring up legislation to end the United States' membership in the United Nations.		
Write an argument against the United States' involvement in the United Nations based on the passage "Why the United Nations is Still Necessary" and "Is the United Nations Still Necessary?"		
Be sure to consider the claims, reasons, and evidence presented in both passages. Include your own insights and observations, and provide supporting evidence from both sources. Be sure to address at least one opposing claim.		

[W 7.2](#) | 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: 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 Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, and cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).		
W 7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W 7.2.C Use appropriate transitions to clarify cohesion and clarify the relationships among ideas and concepts.		
W 7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W 7.2.E Establish and maintain a formal style/academic style, approach, and form.		
W 7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is precise language necessary in helping to	Students will understand that: -Differentiating between	To assist in meeting this standard, students may: -Create a variety of graphic organizers/outlines to support your topic

<i>establish and maintain a formal style?</i>	<i>relevant and irrelevant information enables writers to comprehensively develop/examine a topic</i>	<i>-Compare/contrast a 21st Century issue (environmental or health) distinguishing relevant and irrelevant information from speculative information</i>
Content Statements	<i>develop/examine a topic</i>	<i>-Create an explanatory piece using, with emphasis on transitional words with cohesion and clarity</i>
<i>Students will be able to: -Make distinctions between relevant and irrelevant information; formal and informal styles; connotative and denotative meanings</i>	<i>-Examining formal and informal styles allows a writer to target a specific word's connotative and denotative meanings</i>	<i>-Participate in an internet scavenger hunt to become acclimated with surfing the web for credible supporting information</i> <i>-Practice citing sources using MLA style</i>
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may: -Write an informative essay using precise language that examines/explains a topic -Create an electronic presentation using reliable evidence to explore a topic</i>	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Internet videos -Chart Paper/Graphic Organizers -Chrome Books</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>In your own words, write an informative essay about how setting goals can help students achieve success. Explain what goals are and how to set them. Draw on evidence from "Setting Goals" and "One Amazing Athlete" to support your ideas.</i>		

[W 7.3](#) | 2018

Domain: Writing
Cluster: Text Types and Purposes
Standards: 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 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 Use narrative techniques, such as dialogue, pacing, and descriptions, to develop experiences, events and/or characters.

W 7.3.C Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W 7.3.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 Provide a conclusion that follows from and reflects on the narrated experiences or events.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>How does point of view affect the direction a story will take?</i></p> <p><i>Why is it important to use imagination when creating a narrative text?</i></p> <p><i>Why is precise and vivid language necessary to create narrative texts?</i></p>	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> <i>-Point of view allows the writer to keep their audience in mind</i> <i>-Imagination is important to help the writer create visual images from written text (Sensory imagery allows a writer to create a vivid description for the audience)</i> <i>-Precise and vivid language allows narratives to "come to life" through sensory details</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Create a narrative using graphic organizers to list sequence of events during the brainstorming stage of the writing process</i> <i>-Dissect a current reading piece to identify story elements prior to creating their own composition..thus leading to writing</i> <i>-Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs</i> <i>-Collaborate a narrative story through interactive writing</i> <i>-Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs</i> <i>-Write a class narrative story- possible activity is to assign each student a specific length to write (a paragraph) about a teacher directed topic</i> 	
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Create visual images from written text</i> <i>-Use precise and vivid language helps one to create visual images from written text</i> 			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Write a narrative story using sensory language in response to a prompt or text utilizing 21st Century skills</i> <i>-Recreate a fable, fairytale, or folktale using a different character's point of view</i> 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p>	
Equipment Needed			
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> <i>-Overhead projector</i> <i>-Internet</i> <i>Writing journals/notebooks</i> 			

-Writing journals/notebooks
-Chrome Books

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

"Julie's Decision" needs an ending. Think about how the author has developed the characters and the story's conflict. Use what you have learned about these elements to write three paragraphs to finish the story. Provide a logical conclusion, and make sure to use narrative techniques such as dialogue and sensory language in your writing.

[W 7.4](#) 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types and define in Standards 1-3 above).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the self revision process affect the final product?	Students will understand: -The self revision process allows for reflection by the students to independently edit their writing pieces	To assist in meeting this standard, students may: -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Peer edit for increasingly complex sentence structure and syntax to express ideas
Content Statements Students will be able to: -Coherently develop and organize their written pieces for task, purpose, and targeted audiences		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Produce a narrative, argumentative, and/or informational/explanatory piece that demonstrates clarity of organization and development utilizing 21st Century skills.		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org
Teacher may use the following: -Holistic Scoring Rubrics		

-Internet -Writing journals/notebooks -Chrome Books	poetryfoundation.org kellygallagher.org	sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

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

[W 7.5](#) | 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is peer and adult revision necessary in contributing to the final product?</p> <p>How can other perspectives strengthen a piece of writing in the revision process?</p> <p>How does point of view affect a particular writing piece to make it unique from another writer's perspective?</p>	<p>Students will understand that:</p> <p>-The revision process allows for reflection by the students to collaboratively edit their writing pieces</p>	<p>To assist in meeting this standard, students may:</p> <p>-Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces</p> <p>-Use rubrics and checklist to evaluate writing</p> <p>-Develop peer editing groups to provide constructive feedback to strengthen original writing samples</p> <p>-Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work</p>
Content Statements		
<p>Students will be able to:</p> <p>-Coherently develop and organize their written pieces for task, purpose, and targeted audiences</p>		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <p>-Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills</p>	<p>achievethecore.org scholastic.com frontrowed.com</p> <p>kbumreading.com readingandwritingproject.org simplek12.com</p>
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<i>elements when applicable utilizing 21st Century Skills.</i>	newsworks.org	janrichardsonguidedreading.com
	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: <i>Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or try a new approach.</i>		

[W 7.6](#) 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is technology a necessary tool to enhance the appearance of the final product?</i></p> <p><i>Why is it important to cite credible sources?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Technology allows for a neat, well organized, professional final product in an efficient manner -Technology can be a tool to aid the writer in creating a published product 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use digital tools to publish revised writing pieces demonstrating technological expectations -Create story elements graphics using documentation applications -Practice keyboarding skills online -Engage in creating blogs, wikis, etc., for the purpose of collaboration -Practice citing sources using MLA or APA style -Participate in an internet scavenger hunt to become acclimated with surfing the web for credible, supporting information
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - Demonstrate sufficient command of keyboarding and internet skills to produce and publish writing using 		

<p><i>publish writing using technology to interact and collaborate with others.</i> <i>-Locate and cite credible sources from the internet</i></p>		
Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i> <i>-Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used.</i></p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
Equipment Needed		
<p><i>Teacher may use the following:</i> <i>-Chrome Books</i> <i>-Holistic Scoring Rubric</i> <i>-Internet</i> <i>-Writing journals/notebooks</i></p>		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>		

[W 7.7](#) | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is it important to draw information from several sources when conducting a short research project?</i> <i>Why is it important to use multiple sources when</i></p>	<p><i>Students will understand that:</i> <i>-It is important to draw information from several sources to add validity to your final product</i></p>	<p><i>To assist in meeting this standard, students may:</i> <i>-Create a list of focused questions centered around a thesis statement</i> <i>-Engage in identifying and citing credible sources</i> <i>-Engage in teacher-led conferences to ensure focus is on task</i></p>

<p>multiple sources when conducting a research project? How does research guide students to focus their ideas on a specific topic?</p>		
<p>Content Statements</p>		
<p>Students will be able to: -Draw information from several sources to add validity to the final product</p>		
<p>Assessments</p>	<p>Teacher Resources</p>	
<p>To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used.</p>	<p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com</p>	
<p>Equipment Needed</p>	<p>newsela.com learningally.org</p>	
<p>Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>	<p>readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org</p>	
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		

[W 7.8](#) 2018

<p>Domain: Writing</p>
<p>Cluster: Research to Build and Present Knowledge</p>
<p>Standards: Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility</p>

and accuracy of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and following a standard format for citation.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>Why is paraphrasing an essential component to writing?</i></p> <p><i>When is it more effective to quote or paraphrase?</i></p> <p><i>How does a writer determine when to quote or paraphrase?</i></p> <p><i>Why is following a universal format for citation important?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Paraphrasing enables the writer to synthesize information and avoid plagiarism -Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple ideas -A universal format allows consistency and adds validity of a citation 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a bibliography -Create a list of focused questions centered on a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources -Paraphrase an article to identify a main idea and key details -Read an article and place quotes around one essential idea -Using the same article, extrapolate a quote and paraphrase key details -Provide students with a list of footnotes and have them create a bibliography -Provide multiple print and digital sources and create a bibliography/works cited page 	
Content Statements			
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Draw information from several sources to add validity to a final product -Generate questions to allow a personal connection of text-to-self -Demonstrate when it is essential to quote and paraphrase -Use a universal format to have consistency and validity of citation 			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used. 		<ul style="list-style-type: none"> <li style="width: 50%;">achievethecore.org <li style="width: 50%;">kbumreading.com <li style="width: 50%;">scholastic.com <li style="width: 50%;">readingandwritingproject.org <li style="width: 50%;">frontrowed.com <li style="width: 50%;">simplek12.com <li style="width: 50%;">newsworks.org <li style="width: 50%;">janrichardsonguidedreading.com <li style="width: 50%;">opened.com <li style="width: 50%;">amybenjamin.com <li style="width: 50%;">newsela.com <li style="width: 50%;">learningally.org <li style="width: 50%;">readworks.org <li style="width: 50%;">biguniverse.com <li style="width: 50%;">pbslearningmedia.org <li style="width: 50%;">readingrocket.org 	
Equipment Needed			
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Chrome Books 			

-Holistic Scoring Rubric -Internet -Writing journals/notebooks	poetryfoundation.org kellygallagher.org	sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[W 7.9](#) | 2018

Domain: Writing

Cluster: Research to Build and Present Knowledge

Standards: Draw evidence from literary or informational text to support analysis, reflection, and research.

W 7.9.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 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").

Essential Question	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is evidence important when responding to literary or informational texts?</i></p> <p><i>How can evidence support claims in fiction and nonfiction writing?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Evidence enables the writer to demonstrate understanding of literary and informational texts -Text-to-text, text-to-real world and text-to-self connections demonstrate a reader's ability to draw conclusions beyond what is read 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a graphic organizer to compare/contrast texts in different forms/genres -Create foldables to distinguish connections (text-to-text, self-to-text, text-to-world) -List evidence that supports claims found within various forms of texts/genres in response to an open-ended question -Participate in a QAR lesson
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Draw evidence to enable the writer to make text-to-text, text-to-world, and text-to-self connections 		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used.</p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>
<p>Equipment Needed</p>	<p>newsela.com</p>	<p>learningally.org</p>
<p>Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>	<p>readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Draw evidence form literary or informational text to support analysis, reflection, and research.</p>		

[W.7.10](#) 2018

<p>Domain: Writing</p>		
<p>Cluster: Range of Writing</p>		
<p>Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer? Why are writing tasks that</p>	<p>Students will understand that: -Writing routinely helps writers grow and develop their voice and fine tune their skills -Self revision through</p>	<p>To assist in meeting this standard, students may: -Keep a periodic writing journal with teacher driven topics -Partake in self-assessments and peer assessments using the state's rubric as a guide -Perform conferences with teacher and peers during revising/editing staae</p>

<p>Why are writing tasks that are done routinely important? Why is it important to periodically reflect on your own piece of writing? -How can a writer grow through reflection of their own work?</p>	<p>Self-revision through reflection and research prepare students for 21st Century careers or in their daily lives</p>	<p>stage</p> <ul style="list-style-type: none"> -Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio -Create a chapter book or children's story -Research a topic for relevant facts on one of the 21st Century themes
<p>Content Statements</p>		
<p>Students will be able to: -Write routinely in order to develop their voice and fine tune their skills for reflection, revision, and purpose over both extended and limited time frames -Self-revise through reflection and research in order to prepare them for the 21st Century</p>		
<p>Assessments</p>	<p>Teacher Resources</p>	
<p>To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used.</p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Equipment Needed</p>		
<p>Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day actual) for a range of tasks, purposes, and audiences</p>		

or two) for a range of tasks, purposes, and audiences.

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
<p>Standards: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL 7.1.A Come to discussions prepared, having read or researched materials under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL 7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL 7.1.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.</p> <p>SL 7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent can a conversation affect change? Why is discussion important to consensus building?</p>	<p>Students will understand that: -Language is a powerful tool that can stir emotions and spark people to act -Effective discussion can be consensus and function as the catalyst for change</p>	<p>To assist in meeting this standard, students may: -Introduce and rehearse the foundational processes involved in public speaking -Interview faculty members with a focus on questioning technique. Develop and craft strong open-ended questions for teachers to answer -Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues -Research a student selected topic such as: green technology/global warming, diabetes awareness, citizenship/responsibility, persuasion and advertisement based on a 21st Century theme chosen by the teacher -Examine and critique a model of successful and age appropriate interview -Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate</p>
Content Statements		
<p>Students will be able to: -Understand careful preparation and research makes one prepared to effectively discuss a topic -Participating in collaborative discussions provides students with the ability to communicate a point of view -Appropriate questioning technique can lead to a better understanding of a topic</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -One-on-one interview with a classmate using open-ended</p>		<p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org</p>

<p>questions generated by the student</p> <p>-Create a multimedia presentation to inform an audience about a given topic</p> <p>-Present a well rehearsed oral presentation (at least 2 minutes) to a classmate based on a topic chosen by the student</p>	frontrowed.com newsworks.org opened.com	simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<p>Teachers may use the following:</p> <p>-Internet Access</p> <p>-Periodicals</p> <p>-Technology for listening and discussion</p>		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>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.</p>		

[SL 7.2](#) | 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent does the message of the media affect an audience?</p> <p>How can supporting details contribute to the speaker's message?</p>	<p>Students will understand that:</p> <p>-Interpreting a speaker's message requires careful listening skills</p> <p>-The relationship between main ideas and supporting details in a media presentation</p>	<p>To assist in meeting this standard, students may:</p> <p>-View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial</p>
Content Statements		
<p>Students will be able to:</p> <p>-Carefully research and prepare allows for an effective discussion on a topic</p>		

<p><i>effective discussion on a topic</i></p> <ul style="list-style-type: none"> -Participate in collaborative discussion to help provide students with the ability to communicate a point of view -Utilize appropriate questioning techniques to better understand a topic 		
Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a multi-media presentation public service announcement related to school culture or community with an emphasis on the hook 	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, or orally.</i></p>		

[SL 7.3](#) | 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why must reasoning be sound?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Claims must be supported by 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Review and critique a round table discussion, (e.g., Meet the Press,

Content Statements	<i>reason and evidence</i>	<i>Charlie Rose) in order to evaluate the soundness of the reasoning and relevancy of the message or position</i>
Students will be able to: -Evaluate the relevance and sufficiency of evidence -Understand that a speaker's arguments must be carefully examined	-Evaluating evidence is important in the decision making process	-Review and critique political debates in order to prepare an original argument for debate -Research debate strategies -Review persuasive arguments and strategies
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Debate a persuasive argument on an issue focusing on the 21st Century. Students will argue for or against a topic agreed upon.		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: -Discussion groups -Technology for listening and discussion -Writing Journal		
Desired Results		
Sample question to consider for this standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric		

[SL 7.4](#) | 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why do we use persuasion?	Students will understand that:	To assist in meeting this standard, students may:
Content Statements	-Eye contact assists in engaging the listener	-Review classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be
Students will be able to:	Adequate volume and clear	

<ul style="list-style-type: none"> -Organize ideas logically -Use eye contact, volume, and pacing to engage an audience -Identify the characteristics of a persuasive speech 	<ul style="list-style-type: none"> -Adequate volume and clear pronunciation are important components of public speaking 	<ul style="list-style-type: none"> of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic -Define the elements of persuasion -Recognize the elements of personal credibility -Develop methods to analyze other students' speeches -Work in cooperative groups to review possible topics for presentation -Investigate the incorporation of visual aids to enhance one's argument -Outline salient points in presenting an argument 		
Assessments		Teacher Resources		
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Work in small groups to promote a civic organization, charity, or environmental issue. Using various multimedia sources, students will design a presentation to persuade their audience to the importance of their cause. 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org </td> <td style="vertical-align: top; width: 50%;"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org </td> </tr> </table>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org			
Equipment Needed				
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Graphic organizers and rubric 				
Desired Results				
<p>Sample question to consider for this standard:</p> <p>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 audiences</p>				

[SL 7.5](#) | 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

What are the pros and cons of using technology to clarify and/or enhance information?	Students will understand that: -Technology can enhance expression and communication	To assist in meeting this standard, students may: -Design book jackets containing author's name, title, setting, characters, conflicts, and themes utilizing the appropriate technological applications -Create and record digital advertisements, emphasizing themes and demonstrate supporting elements found in literacy selections -Conduct Interviews -Prepare a PowerPoint presentation to include media and sound bites
Content Statements		
Students will be able to: -Utilize a variety of multimedia tools that will highlight salient points		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claim	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: -Technology for listening and discussion -Graphic organizers and rubric -Chrome Books		
Desired Results		
Sample question to consider for this standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

[SL 7.6](#) 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to adapt	Students will understand that:	To assist in meeting this standard, students may:

speech for a target audience?	-Successful speeches require preparation	-Watch public speeches, identify strengths and weaknesses. Model good speaking habits -Identify specific vocabulary used in persuasive speeches, as well as in critiquing
Content Statements		
Students will be able to: -Promote public speaking -Maintain steady and consistent eye contact with an audience -Speak in a strong, clear voice (appropriate volume and enunciation) -Gain confidence speaking in front of an audience		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Deliver a 3-5 minute speech on something the students feels strongly about, with a focus on 21st Century issues, e.g., global warming, animal rights, farming industry, health issues, issues of gender, race, or equality	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: -Technology for listening and discussion -Graphic organizers and rubrics		
Desired Results		
Sample question to consider for this standard: Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.		

Domain: Language		
Cluster: Conventions of Standard English		
Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>L 7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</i> <i>L 7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</i> <i>L 7.1.C Place phrases and clauses within sentence, recognizing and correcting misplaced and dangling modifiers.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent to the rules of language affect communication?</p> <p>To what extent does the complexity of a sentence impact written communication?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The conventions of English grammar help readers understand what is being communicated. -Knowledge of sentence complexity facilitates writing for different purposes 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Construct different versions of the same sentence through the use of post-it notes (each post-it will denote one of the 5 W's) -Enact teacher selected simple sentences; elaborate with additional details (adverbs, adjectives, etc) to construct complex sentences -Construct illustrations of sentences with dangling misplaced modifiers, emphasizing the humor of the sentence, each should include incorrect and correct versions of the sentence
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate command of Standard English grammar during oral and written communication. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback to other students' work <p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Writing Journals/Notebooks -Writing rubrics 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Desired Results		

Sample question to consider for this standard:

Which is a complex sentence?

L 7.2 | 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.2.A Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore and old[,] green shirt).

L 7.2.B Spell correctly.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent are proper mechanics integral to scholarly writing?	Students will understand that: -Application of proper mechanics in writing promotes effective written communication	To assist in meeting this standard, students may: -Engage in small collaborative groups whereby each student is assigned a specific role (punctuation, protector, spelling seeker, capitalization captain) editing first drafts -Model a minilesson for their peers, teaching one rule specific to capitalization, punctuation, or spelling -Engage in process writing utilizing proper mechanic -Participate in editing a teacher selected passage using the correct spelling, punctuation, and capitalization
Content Statements		
Students will be able to: -Demonstrate command of Standard English rules of capitalization, punctuation, and spelling when writing		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Students will complete word building activities using a specific spelling skill -Participate in a teacher conference to discuss a writing piece -Students will provide feedback to there student's work (editing for correct capitalization and punctuation)	achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com	
Equipment Needed		
Teachers may use the following: -Appropriate word building games -Chrome Books -Grammar websites	newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com	

-Grammar websites -Writing Rubrics	kellygallagher.org	commonlit.org
Desired Results		
Sample question to consider for this standard: What is the correct spelling of the underlined word in the sentence?		

[L 7.3](#) | 2018

Domain: Language		
Cluster: Knowledge of Language		
Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L 7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent do the rules of language affect communication? To what extent does word choice affect the message being conveyed?	Students will understand that: -Effectively using the conventions of standard English when writing, speaking, reading, or listening	To assist in meeting this standard, students may: -Engage in a debate of controversial issues and support their position with precise content-specific concepts, words, and phrases -Engage in peer assessment of debates using rubrics, offering classmates feedback based on rubric criteria -Construct an argumentative essay implementing peer feedback
Content Statements		
Students will be able to: -Use knowledge of language and its conventions when writing, speaking, reading, or listening		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Participate in a Debate -Students will provide feedback to other student's work (editing as necessary)		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com
Teachers may use the following:		

-Writing Journals/Notebooks -Chrome Books	pbslearningmedia.org poetryfoundation.org kellygallagher.org	readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: How could the underlined part of the sentence be revised to improve organization and word choice?		

[L 7.4](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: <i>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.</i>		
L 7.4.A <i>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.</i>		
L 7.4.B <i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a words (e.g., belligerent, bellicose, rebel)</i>		
L76.4.C <i>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</i>		
L 7.4.D <i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why do readers need to pay attention to a writer's choice of words?</p> <p>To what extent does knowledge of etymology enlarge the scope of one's vocabulary?</p> <p>How does knowledge of language assist in drawing multiple meaning of words and phrases?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Words powerfully affect meaning -Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc. -Construct meaning of words based on context clues provided within the given passage -Create bookmarks that identify multiple strategies students can use when determining the meaning of words (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary) -Create a PowerPoint to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes -Collaborate to navigate and explain how to use various reference sites
Content Statements		

<p>Students will understand that: -Use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner -Determine the proper part of speech which will effectively convey their intended message</p>	<p>such as dictionary.com -Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes</p>
Assessments	Teacher Resources
<p>To show evidence of meeting this standard, students may: -Create Vocabulary stories -Create a podcast -Use exit slips</p>	<p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org</p>
Equipment Needed	
<p>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</p>	
Desired Results	
<p>Sample question to consider for this standard: How are the paint pot and fumarole different?</p>	

[L 7.5](#) | 2018

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L 7.5.B Use the relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L 7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p>Why is figurative language essential to written creativity? How do good readers construct meaning from text?</p>	<p>Students will understand that: -Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills</p>	<p>To assist in meeting this standard, students may: -Create a skit enacting the meaning of an idiom -Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side -Describe sensory details of a particular type of object utilizing specific forms of figurative language with his/her song lyrics -Compare and contrast how connotation and denotation changes the meaning of a sentence</p>	
<p>Content Statements</p> <p>Students will be able to: - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Generate writing samples that effectively utilize literary devices -Responses to literature that demonstrate understanding of how literary devices enhance writing/meaning of a passage -Oral presentation utilizing technological tools highlighting creative use of literary devices</p>		<p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com</p>	
Equipment Needed			
<p>Teachers may use the following: -Writing Journals/Notebooks -Internet -Chrome Books</p>		<p>newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org</p>	
Desired Results			
<p>Sample question to consider for this standard: The word <u>formula</u> in that sentence creates a sense of something that is...?</p>			

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>To what extent does word choice affect one's intended message?</i>	<i>Students will understand that: -Academic and domain specific words enable individuals to effectively expand their communication and comprehension</i>	<i>To assist in meeting this standard, students may: -Collaborate in small groups to use domain specific vocabulary to construct a summary or story -Create a speech appropriately applying domain specific vocabulary -Engage in completing concept webs (KWL Charts)</i>
Content Statements		
<i>Students will be able to: -Academic and domain specific words to effectively communicate</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create a speech appropriately applying domain specific vocabulary -Create a PowerPoint presentation to augment speech</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</i>		
Desired Results		
<i>Sample question to consider for this standard: Which group of words would most likely be found in the essay?</i>		