

**Chariho Regional School District
Grade 7 - English Language Arts**

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Grade 7, Unit 1 *Conflict and Clashes*

Overview

Number of Instructional Days: 30

Essential Question: When do differences become conflicts?

Genre Focus: Fiction

Extended Writing: Narrative

At the heart of most stories is conflict. In some stories, the conflict might involve an epic clash between good and evil. In other stories, the conflict might be more internal and subdued, but interesting nonetheless because the conflict is relatable or intriguing. When do differences become conflicts? What do readers learn when they study and analyze the conflicts presented in literary works? How does that help us with our own conflicts? This unit offers a wide variety of literature for students to explore these questions while also exploring texts in the unit's genre focus, fiction. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Annotation
- Context Clues
- Reading Comprehension
- Textual Evidence
- Summary
- Theme
- Connotation and Denotation
- Character
- Generating Questions
- Author's Purpose and Point of View
- Plot
- Setting
- Making and Confirming Predictions
- Theme
- Dramatic Elements and Structure
- Media

Writing

- Text Dependent Responses
- Short Constructed Response
- Peer Review
- Personal Response

- Compare and Contrast
- Analyze Genre
- Organize Narrative Writing
- Story Beginnings
- Narrative Techniques
- Descriptive Details
- Narrative Sequencing
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

Language

- Connotation and Annotation
- Basic Spelling Rules
- Main and Subordinate Clauses
- Simple and Compound Sentences

Speaking and Listening

- Collaborative Conversations

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RL.7.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

[RL.7.3](#) - Describe how particular elements of a story, poem, or drama interact (e.g., how setting shapes the character or plot).

[RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.

[RL.7.6](#) - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[RL.7.7](#) - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

[RL.7.9](#) - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

[RL.7.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[RI.7.6](#) - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[W.7.3](#) - Write narratives to develop real or imagined experiences or events using effective techniques, 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 description, to develop experiences, events, and/or characters.

[W.7.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[W.7.3.d](#) - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

[W.7.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.7.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

[W.7.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

[W.7.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose.

[W.7.5.c](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[W.7.5.d](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.a](#) - Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

[L.7.1.b](#) - Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

[L.7.2](#) - 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 an old[,] green shirt*).

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

[L.7.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[SL.7.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[SL.7.1.a](#) - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[SL.7.1.b](#) - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

[RI.7.1](#) - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RI.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[W.7.1](#) - Write arguments to support claims with clear reasons and relevant evidence.

[W.7.1.a](#) - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[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.

[W.7.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[W.7.3.a](#) - 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 description, to develop experiences, events, and/or characters.

[W.7.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[W.7.3.d](#) - 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.

[W.7.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed.

[L.7.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.7.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., *donut/doughnut*).

Grade 7, Unit 2 ***Highs and Lows***

Overview

Number of Instructional Days: 30

Essential Question: What do we learn from love and loss?

Genre Focus: Poetry

Extended Writing: Argumentative

Poetry gives writers the opportunity to express the highs and lows of their emotions and their personal experiences. Readers of poetry gain insight into how others feel and think about some of the deepest experiences in life, the experiences of love and loss. This Grade 7 unit emphasizes the study of poetry and encourages students to consider the essential question: What do we learn from love and loss?

The unit offers a wide variety of literature for students to explore this question, including classic and contemporary fiction about family and relationships, along with nonfiction works. Students will begin this unit as readers, and they will finish as critical literary thinkers, as they analyze what they have read and apply their thinking about the essential question to the writing of their own literary analysis essays. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Recognize Genre
- Academic Vocabulary
- Central or Main Idea
- Poetic Elements and Structure
- Media
- Plot
- Figurative Language
- Textual Evidence
- Context Clues
- Textual Evidence
- Informational Text Structure

Writing

- Thesis Statement
- Organizing Argumentative Writing
- Reasons and Relevant Evidence
- Introductions

- Transitions
- Style
- Conclusions
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit and Publish

Language

- Adjective Clauses
- Noun Clauses
- Complex Sentences

Speaking and Listening

- Collaborative Conversations

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RL.7.3](#) - Describe how particular elements of a story, poem, or drama interact (e.g., how setting shapes the character or plot).

[RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.

[RL.7.5](#) - Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).

[RL.7.7](#) - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

[RL.7.9](#) - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

[RL.7.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[RI.7.2](#) - Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

[RI.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[RI.7.5](#) - Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

[W.7.1](#) - Write arguments to support claims with clear reasons and relevant evidence.

[W.7.1.a](#) - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[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.

[W.7.1.c](#) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.7.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.7.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.7.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.7.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.7.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

[W.7.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

[W.7.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose

[W.7.5.c](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[W.7.5.d](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[W.7.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.a](#) - Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

[L.7.1.b](#) - Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

[L.7.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.7.5.a](#) - Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.

[L.7.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.7.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RL.7.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.

[RL.7.6](#) - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[RI.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

[RI.7.3](#) - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[RI.7.6](#) - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[W.7.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.7.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[W.7.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[W.7.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[SL.7.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

[SL.7.1.a](#) - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[SL.7.1.b](#) - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[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.

[SL.7.1.d](#) - Acknowledge new information expressed by others and, when warranted, modify their own views.

[SL.7.2](#) - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

[SL.7.3](#) - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[L.7.2](#) - 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., a fascinating, enjoyable movie).

[L.7.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[L.7.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[L.7.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7, Unit 3 *Chasing the Impossible*

Overview

Number of Instructional Days: 30

Essential Question: What makes a dream worth pursuing?

Genre Focus: Argumentative Text

Extended Writing: Argumentative

This unit emphasizes argumentative writing and encourages students to explore these questions through the reading of a wide variety of literature. The selections convey a range of messages about people overcoming obstacles to create a better life for themselves and their community.

After exploring a variety of arguments and writing techniques, your students will write an argumentative essay applying what they have learned to their own argumentative writing. Students will write to persuade their school to add a club, a class, or an activity that would help them pursue a dream. (Adapted from McGraw-Hill Ed’s *StudySync*)

Essential Content and Skills

Reading

- Setting a Purpose for Reading

- Connotation and Denotation
- Summarizing
- Language, Style, and Audience
- Visualizing
- Compare and Contrast
- Arguments and Claims
- Reasons and Evidence
- Media
- Generating Questions
- Author’s Purpose and Point of View
- Textual Evidence
- Setting RL.7.3
- Synthesizing
- Technical Language
- Greek and Latin Affixes and Roots

- Introductions
- Transitions
- Style
- Conclusions
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit and Publish

Writing

- Thesis Statement
- Organizing Argumentative Writing
- Reasons and Relevant Evidence

Language

- Adverb Clauses
- Sentence Structure - Compound-Complex Sentences
- Basic Spelling Rules II

Speaking and Listening

- Collaborative Conversations

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.7.3](#) - Describe how particular elements of a story, poem, or drama interact (e.g., how setting shapes the character or plot).

[RL.7.9](#) - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

[RI.7.2](#) - Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

[RI.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[RI.7.6](#) - Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[RI.7.7](#) - Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

[RI.7.8](#) - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

[RI.7.9](#) - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

[RI.7.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[W.7.1](#) - Write arguments to support claims with clear reasons and relevant evidence.

[W.7.1.a](#) - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[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.

[W.7.1.c](#) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.7.1.d](#) - Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.7.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.7.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.7.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.7.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

[W.7.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

[W.7.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for the audience and purpose.

[W.7.5.c](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[W.7.5.d](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[W.7.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.a](#) - Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

[L.7.1.b](#) - Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

[W.7.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.7.2.b](#) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[L.7.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

[L.7.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.7.5.a](#) - Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.

[L.7.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.7.3](#) - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Standards that *Reinforce (StudySync - Practice/Application only)* the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RL.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

[RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.7.6](#) - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[RL.7.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[RI.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

[RI.7.3](#) - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[W.7.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.7.2.b](#) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[W.7.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.7.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[W.7.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[W.7.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.a](#) - Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[L.7.4.a](#) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.7.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[L.7.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[SL.7.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

[SL.7.1.a](#) - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[SL.7.1.b](#) - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[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.

[SL.7.1.d](#) - Acknowledge new information expressed by others and, when warranted, modify their own views.

[SL.7.2](#) - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

[SL.7.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 7, Unit 4 *Moment of Truth*

Overview

Number of Instructional Days: 30

Essential Question: How can one event change everything?

Genre Focus: Informative Text

Extended Writing: Informative Essay

This Grade 7 unit focuses on informational texts that dissect the events and moments that shaped the lives of extraordinary individuals. Students learn how a moment can activate a chain of events that result in dramatic change.

At the end of the unit, students will reflect on the events in these texts to produce an informative essay about the power of moments. Applying what they have learned about informational writing, the students will weave together evidence from three texts to explain how a single moment can change everything. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading

- Figurative Language
- Media
- Compare and Contrast
- Textual Evidence
- Point of View
- Evaluating Details
- Informational Text Structure
- Connotation and Denotation
- Character
- Central or Main Idea
- Informational Text Elements
- Word Patterns and Relationships
- Word Meaning
- Technical Language

Writing

- Thesis Statement
- Organizing Informational Writing
- Supporting Details

- Introductions
- Transitions
- Conclusions
- Style
- Precise Language
- Informational Writing Process: Plan
- Informational Writing Process: Draft
- Informational Writing Process: Revise
- Informational Writing Process: Edit and Publish

Language

- Misplaced and Dangling Modifiers
- Commas Between Coordinate Adjectives
- Commonly Misspelled Words

Speaking and Listening

- Media

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.7.1](#) - Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RL.7.3](#) - Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

[RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.

[RL.7.6](#) - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[RL.7.9](#) - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

[RL.7.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[RI.7.2](#) - Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

[RI.7.3](#) - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[RI.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[RI.7.5](#) - Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

[RI.7.7](#) - Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

[RI.7.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[W.7.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.7.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.7.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[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 create 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 style appropriate to audience and purpose (e.g., formal for academic writing).

[W.7.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented.

[W.7.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.7.5](#) - 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.

[W.7.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

[W.7.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

[W.7.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

[SL.7.2](#) - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.c](#) - Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.

[L.7.2](#) - 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., a fascinating, enjoyable movie).

[L.7.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[L.7.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[L.7.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[L.7.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.7.5.a](#) - Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.

[L.7.5.b](#) - Use the relationship 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).

[L.7.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
Click on the standard to view the standards progression.

[RL.7.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.

[RL.7.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

[RI.7.6](#) - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[W.7.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.7.1.a](#) - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

[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.

[W.7.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 appropriate narrative sequence.

[W.7.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

[W.7.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[SL.7.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

[SL.7.1.a](#) - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[SL.7.1.b](#) - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[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.

[SL.7.1.d](#) - Acknowledge new information expressed by others and, when warranted, modify their own views.

[SL.7.3](#) - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[SL.7.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.7.1.a](#) - Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

[L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[L.7.4.a](#) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.