

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 7

UNITS # 1 - 5

Unit 1 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|----------|--|--------------------|-----------------------------------|
| 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s). | RL.7.1 | Mini-lesson, modeling |
| 2 | Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s). | RL.7.1 | Read-aloud, mini-lesson, modeling |
| 3 | 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.7.2 | Mini-lesson, modeling |
| 4 | Analyze how particular elements of a story interact (e.g., how setting shapes the characters) in 7th grade text(s). | RL.7.3 | Read-aloud, mini-lesson, modeling |
| 5 | Analyze how particular elements of a story interact (e.g., how setting shapes the plot) in 7th grade text(s). | RL.7.3 | Mini-lesson, modeling |
| 6 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | RL.7.4 | Mini-lesson, modeling |
| 7 | Analyze how a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | RL.7.5 | Mini-lesson, modeling |
| 8 | Analyze how an author develops the points of view of different characters or narrators in a 7th grade text. | RL.7.6 | Mini-lesson, modeling |

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| 9 | Analyze how an author contrasts the points of view of different characters or narrators in a 7th grade text. | RL.7.6 | Mini-lesson, modeling |
| 10 | Compare and contrast a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | RL.7.7 | Mini-lesson, modeling |
| 11 | Compare and contrast a poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | RL.7.7 | Mini-lesson, modeling |
| 12 | Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. | W.7.3b. | Mini-lesson, independent writing |
| 13 | Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events. | W.7.3d. | Read aloud, modeling, independent writing |
| 14 | Write narratives to develop real or imagined experiences or events using well-structured event sequences; 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.7.3a. | Modeling, independent writing |
| 15 | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives. | W.7.3c | Independent writing, peer editing |
| 16 | When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events. | W.7.3e. | Modeling, read-aloud, independent practice |

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| 17 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.7.4 | Independent writing, peer sharing |
| 18 | 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 has been addressed. | W.7.5 | Peer editing, writing conferences |
| 19 | 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 audience has been addressed. | W.7.5 | Peer editing, writing conferences |
| 20 | 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. | W.7.6 | Utilizing technology, research, citing work |
| 21 | Draw evidence from literary texts to support analysis and reflection. 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 means of understanding how authors of fiction use or alter history ”). | W.7.9a | Mini-lesson, modeling, read-alouds |
| 22 | Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.7.10 | Independent writing, timed writing |
| 23 | 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 | Small group discussions, whole group discussions, pair share |

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| 24 | Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.7.1a. | Small group discussions, whole group discussions, pair share |
| 25 | When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | SL.7.1b. | Small group discussions, whole group discussions, pair share |
| 26 | 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.7.1c. | Small group discussions, whole group discussions, pair share |
| 27 | When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views. | SL.7.1d. | Small group discussions, whole group discussions, pair share |
| 28 | 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.7.2 | Multimedia, technology, presentation |
| 29 | Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SL.7.6; L.7.3 | Presentation, reports |
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| 30 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences. | L.7.1a. | Presentation, reports |
| 31 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | L.7.1b. | Small group, independent work |
| 32 | Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). | L.7.2a. | Personal editing |
| 33 | Demonstrate command of the conventions of standard English to spell correctly. | L.7.2b. | Personal editing |
| 34 | 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; 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.7.4a. | Guided Reading, reading conferences |
| 35 | 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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). | L.7.4b. | Guided Reading, reading conferences |
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| 36 | 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; 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; 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.7.4c.d. | Guided Reading, reading conferences |
| 37 | 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. | L.7.6 | Conferences, independent reading, Reader’s Notebook |

| Code # | Common Core State Standards |
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| RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text ; provide an objective summary of the text. |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.) |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |

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| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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 | 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. |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |

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| W.7.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.7.10 | 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 expressing their own clearly. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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. |
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L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. **Explain the function of phrases and clauses in general and their function in specific sentences.**
- b. **Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**
- c. **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

L.7.2

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

- a. **Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).**
- b. Spell correctly.

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

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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.

- 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., belligerent, bellicose, rebel**).
- 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.
- 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.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Unit 2 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|----------|---|-----------------------|---------------------------------------|
| 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s). | RI.7.1 | Mini-lesson, modeling |
| 2 | Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s). | RI.7.1 | Mini-lesson, modeling |
| 3 | Determine two or more central ideas in a text and analyze their development over the course of the text. | RI.7.2 | Mini-lesson, modeling |
| 4 | Provide an objective summary of the text. | RI.7.2 | Read-aloud, mini- lesson, modeling |
| 5 | 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.7.3 | Read-aloud, mini- lesson, modeling |
| 6 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | RI.7.4 | Mini-lesson, modeling |
| 7 | Determine the meaning of words and phrases as they are used in a 7 th grade text and analyze the impact of a specific word choice on meaning and tone. | RI.7.4 | Mini-lesson, modeling |

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| 8 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | RI.7.5 | Read-aloud, mini-lesson, modeling |
| 9 | 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.7.6 | Mini-lesson |
| 10 | 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.7.9 | Read-alouds, mini-lesson |
| 11 | When writing informative/explanatory text, introduce a topic clearly, previewing what is to follow. | W.7.2a. | Mini-lesson, modeling |
| 12 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | W.7.2a. | Mini-lesson, modeling, technology |
| 13 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | W.7.2b. | Mini-lesson, modeling |
| 14 | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | W.7.2c. | Mini-lesson, modeling |

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| 15 | Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text. | W.7.2d. | Modeling, independent writing |
| 16 | Establish and maintain a formal style when writing. | W.7.2e. | Modeling, independent writing |
| 17 | When writing, provide a concluding statement or section that follows from and supports the information or explanation presented. | W.7.2f. | Modeling, independent writing |
| 18 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content. | W.7.2 | Modeling, independent writing |
| 19 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.7.4 | Independent writing |
| 20 | 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. | W.7.5 | Mini-lesson, modeling |
| 21 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | W.7.6 | Mini-lesson, modeling, technology, citing work |
| 22 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.7.9b. | Research, modeling |

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| 23 | 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 ”). | W.7.9b. | Modeling, mini-lesson, independent writing |
| 24 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.7.10 | Independent writing, timed writing |
| 25 | 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 | Small group discussions, whole group discussions, pair share |
| 26 | Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.7.1a. | Small group discussions, whole group discussions, pair share |
| 27 | When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | SL.7.1b. | Small group discussions, whole group discussions, pair share, understanding goals |
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| 28 | 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.7.1c. | Small group discussions, whole group discussions, pair share |
| 29 | When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views. | SL.7.1d. | Small group discussions, whole group discussions, pair share |
| 30 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally). | SL.7.2 | Small group discussions, whole group discussions, pair share, technology, multimedia |
| 31 | Explain how the ideas clarify a topic, text, or issue under study. | SL.7.2 | Modeling, mini-lesson |
| 32 | Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SL.7.6; L.7.3 | Presentation, small group discussion |
| 33 | Explain the function of phrases and clauses in general and their function in specific sentences. | L.7.1a. | Writer's Notebook |
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| 34 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | L.7.1b. | Writer's Notebook, independent writing |
| 35 | Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). | L.7.2a. | Writer's Notebook, independent writing, personal editing |
| 36 | Demonstrate command of the conventions of standard English to spell correctly. | L.7.2b. | Independent writing, personal editing |
| 37 | 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; 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.7.4a. | Guided Reading, reading conferences |
| 38 | 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.7.4b. | Guided Reading, reading conferences |
| 39 | Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). | L.7.4b. | Guided Reading, reading conferences |
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| 40 | 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; 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; 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.7.4c.d. | Guided Reading, reading conferences |
| 41 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. | L.7.6 | Conferences, independent reading, Reader's Notebook |
| 42 | Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | L.7.6 | Conferences, independent reading, Reader's Notebook |

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| Code # | Common Core State 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.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text. |
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| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) . |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone . |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others . |
| RI.7.9 | 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. |
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| W.7.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| W.7.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| W.7.5 | <p>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.</p> |
| W.7.6 | <p>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.</p> |
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| W.7.9b. | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> |
| W.7.10 | <p>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.</p> |
| SL.7.1 | <p>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.</p> <ul style="list-style-type: none"> e. 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. f. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. g. 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. h. Acknowledge new information expressed by others and, when warranted, modify their own views. |
| SL.7.2 | <p>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.</p> |
| SL.7.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |
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| L.7.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">d. Explain the function of phrases and clauses in general and their function in specific sentences.e. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| L.7.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">c. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old [,] green shirt</i>).d. Spell correctly. |
| L.7.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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Bloomington School District

CONTENT AREA: English Language Arts

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UNITS # 1 - 5

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.

- e. 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.
- f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., belligerent, bellicose, rebel**).
- g. 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.
- h. 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.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| CONTENT AREA: English Language Arts | GRADE: 7 | UNITS # 1 - 5 |
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Unit 3 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
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| 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly using grade 7 text(s). | RI.7.1 | Independent reading, Reader’s Notebook |
| 2 | Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s). | RI.7.1 | Independent reading, Reader’s Notebook |
| 3 | Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text. | RI.7.2 | Independent reading, Reader’s Notebook |
| 4 | 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.7.3 | Independent reading, Reader’s Notebook |
| 5 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | RI.7.4 | Independent reading, Reader’s Notebook |
| 6 | Determine the meaning of words and phrases as they are used in a 7 th grade text and analyze the impact of a specific word choice on meaning and tone . | RI.7.4 | Independent reading, Reader’s Notebook |

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| 7 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | RI.7.5 | Modeling, read-aloud |
| 8 | 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.7.6 | Mini-lesson |
| 9 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims. | RI.7.8 | Mini-lesson, modeling |
| 10 | When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims. | W.7.1a. | Mini-lesson, modeling |
| 11 | Organize reasons and evidence logically when writing arguments. | W.7.1a. | Independent writing |
| 12 | When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate , credible sources and demonstrating an understanding of the topic or text. | W.7.1b. | Independent writing |

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| 13 | When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence . | W.7.1c. | Independent writing |
| 14 | When writing arguments, establish and maintain a formal style. | W.7.1d. | Modeling, independent writing |
| 15 | When writing arguments, provide a concluding statement or section that follows from and supports the argument presented. | W.7.1e. | Modeling, independent writing |
| 16 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.7.4 | Personal editing, peer editing, writing conferences |
| 17 | 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 . | W.7.5 | Peer editing, small group, writing conferences |
| 18 | Use technology, including the Internet, to produce and publish writing and link to and cite sources . | W.7.6 | Technology, research, citing work |
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| CONTENT AREA: English Language Arts | | GRADE: 7 | UNITS # 1 - 5 |
| 19 | Use technology, to interact and collaborate with others, including linking to and citing sources. | W.7.6 | Technology, research, citing work |
| 20 | Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source. | W.7.8 | Multi-media, utilizing resources |
| 21 | Gather relevant information from multiple print and digital sources, using search terms effectively and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | W.7.8 | Multi-media, utilizing resources, citing work |
| 22 | Draw evidence from literary or informational texts to support analysis, reflection, and research; 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 ”). | W.7.9b. | Modeling, mini-lesson, independent writing |
| 23 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.7.10 | Independent writing, timed writing |
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| CONTENT AREA: English Language Arts | | GRADE: 7 | UNITS # 1 - 5 |
| 24 | 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 | Small group discussions, whole group discussions, pair share |
| 25 | Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.7.1a. | Small group discussions, whole group discussions, pair share |
| 26 | When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | SL.7.1b. | Small group discussions, whole group discussions, pair share |
| 27 | 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.7.1c. | Small group discussions, whole group discussions, pair share |
| 28 | When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views. | SL.7.1d. | Small group discussions, whole group discussions, pair share |
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| 29 | 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.7.2 | Small group discussions, whole group discussions, pair share, multimedia |
| 30 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | SL.7.3 | Modeling, class discussions, small group discussions |
| 31 | Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SL.7.6; L.7.3 | Presentation, small group, conferences |
| 32 | Explain the function of phrases and clauses in general and their function in specific sentences. | L.7.1a. | Conferences |
| 33 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | L.7.1b. | Independent writing |
| 34 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.7.2 | Conferences, discussions |
| 35 | When writing, use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). | L.7.2a. | Independent writing, personal editing |
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| 36 | Demonstrate command of the conventions of standard English to spell correctly. | L.7.2b. | Independent writing, personal editing |
| 37 | 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; 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.7.4a. | Guided Reading, reading conferences |
| 38 | 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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | L.7.4b. | Guided Reading, reading conferences |
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| <p>39</p> | <p>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; 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; 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).</p> | <p>L.7.4c.d.</p> | <p>Guided Reading, reading conferences</p> |
| <p>40</p> | <p>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.</p> | <p>L.7.6</p> | <p>Conferences, independent reading, Reader's Notebook</p> |

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CONTENT AREA: English Language Arts

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| Code # | Common Core State 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.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text. |
| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) . |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone . |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others . |
| RI.7.8 | 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 . |
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| W.7.1 | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| W.7.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| W.7.5 | <p>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.</p> |
| W.7.6 | <p>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.</p> |
| W.7.8 | <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> |
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| W.7.9b. | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 ”). |
| 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 expressing their own clearly. i. 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. j. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. k. 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. l. Acknowledge new information expressed by others and, when warranted, modify their own views. |
| SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| SL.7.3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

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L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- g. Explain the function of phrases and clauses in general and their function in specific sentences.**
- h. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**
- i. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

L.7.2

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

- e. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).**
- f. Spell correctly.**

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

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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.

- 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.
- j. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., *belligerent, bellicose, rebel***).
- k. 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. 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.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| CONTENT AREA: English Language Arts | GRADE: 7 | UNITS # 1 - 5 |
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Unit 4 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | M ETHOD(S) OF INSTRUCTION |
|---|--|-----------------------|---------------------------------------|
| 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s). | RL.7.1 | Mini-lesson, modeling |
| 2 | Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s). | RL.7.1 | Read-aloud, mini- lesson, modeling |
| 3 | 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.7.2 | Mini-lesson, modeling |
| 4 | Analyze how particular elements of a drama interact (e.g., how setting shapes the characters and plot) in 7th grade text(s). | RL.7.3 | Read-aloud, mini- lesson, modeling |
| 6 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | RL.7.4 | Mini-lesson, modeling |
| 7 | Analyze how a drama’s form or structure contributes to its meaning. | RL.7.5 | Mini-lesson, modeling |
| 8 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | RL.7.6 | Mini-lesson, modeling |
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| 9 | Compare and contrast a written story , drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | RL.7.7 | Read-aloud, mini-lesson, modeling |
| 10 | 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.7.9 | Mini-lesson, modeling |
| 11 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.7.10 | Independent reading |
| 12 | Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. | W.7.3b. | Independent writing, peer editing |
| 13 | When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events. | W.7.3d. | Independent writing, peer editing |
| 14 | When writing narratives, develop real or imagined experiences or events using well-structured event sequences; 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.7.3a. | Independent writing, peer editing |
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| 15 | When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives. | W.7.3c | Independent writing, peer editing |
| 16 | When engaged in narrative writing , provide a conclusion that follows from and reflects on the narrated experiences or events. | W.7.3e. | Modeling, independent writing |
| 17 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.7.4 | Independent writing |
| 18 | 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 has been addressed. | W.7.5 | Peer editing, writing conferences |
| 19 | 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 audience has been addressed. | W.7.5 | Peer editing, writing conferences |
| 20 | 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. | W.7.6 | Mini-lesson, technology, citing work |
| 21 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | W.7.7 | Mini-lesson, research |
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| CONTENT AREA: English Language Arts | | GRADE: 7 | UNITS # 1 - 5 |
| 22 | Draw evidence from literary texts to support analysis and reflection. 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 means of understanding how authors of fiction use or alter history ”). | W.7.9a | Modeling, mini-lesson, independent reading and writing |
| 23 | Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.7.10 | Independent writing, timed writing |
| 24 | 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 | Small group discussions, whole group discussions, pair share, multimedia |
| 25 | Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.7.1a. | Small group discussions, whole group discussions, pair share, multimedia |
| 26 | When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | SL.7.1b. | Small group discussions, whole group discussions, pair share, multimedia |
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| 27 | 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.7.1c. | Small group discussions, whole group discussions, pair share, multimedia |
| 28 | When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views. | SL.7.1d. | Small group discussions, whole group discussions, pair share, multimedia |
| 29 | 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.7.2 | Modeling, small group discussion |
| 30 | 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 when speaking. | SL.7.4 | Modeling, mini-lesson |
| 31 | When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | SL.7.5 | Modeling, mini-lesson |
| 32 | Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SL.7.6; L.7.3a. | Small group discussions, whole group discussions, pair share, |
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| 33 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences. | L.7.1a. | Independent writing, Writer's Notebook, personal editing |
| 34 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | L.7.1b. | Independent writing, Writer's Notebook, personal editing |
| 35 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | L.7.1c. | Independent writing, Writer's Notebook, personal editing |
| 36 | Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). | L.7.2a. | Independent writing, Writer's Notebook, personal editing |
| 37 | Demonstrate command of the conventions of standard English to spell correctly. | L.7.2b. | Independent writing, Writer's Notebook, personal editing |
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| CONTENT AREA: English Language Arts | | GRADE: 7 | | UNITS # 1 - 5 | |
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| 38 | 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; 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.7.4a. | | Conferences, response journals | |
| 39 | Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | L.7.4b. | | Conferences, response journals | |
| 40 | 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; 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.7.4c.d. | | Utilizing resources, multimedia | |
| 41 | Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | L.7.5a. | | Modeling, mini- lesson | |
| 42 | Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | L.7.5b. | | Literacy centers, independent practice | |
| 43 | Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | L.7.5c. | | Writer’s Notebook | |

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| 44 | 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. | L.7.6 | Conferences, independent reading, Reader's Notebook |

| Code # | Common Core State Standards |
|---------------|--|
| RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text ; provide an objective summary of the text. |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.) |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
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RL.7.7

Compare and contrast a **written story**, drama, or poem to **its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**

RL.7.9

Compare and contrast a **fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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 effects on the narrated experiences or events.**

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| W.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| W.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| W.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| W.7.9a. | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.7.10 | 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. |
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| SL.7.1 | <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> |
| SL.7.2 | <p>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.</p> |
| SL.7.4 | <p>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.</p> |
| SL.7.5 | <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> |
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SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

L.7.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain **the function of phrases and clauses in general and their function in specific sentences.**

b. **Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

c. **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.***

L.7.2

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

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

b. Spell correctly.

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***

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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.

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.

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

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.

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.

a. Interpret figures of speech (**e.g., literary, biblical, and mythological allusions**) in context.

b. Use the relationship between particular words (**e.g., synonym/antonym, analogy**) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (**e.g., refined, respectful, polite, diplomatic, condescending**).

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Unit 5 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|---|--|-----------------------|-------------------------------------|
| 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s). | RL.7.1, RI.7.1 | Mini-lesson, independent reading |
| 2 | Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s). | RL.7.1 | Mini-lesson, independent reading |
| 3 | 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.7.2 | Mini-lesson, independent reading |
| 4 | Analyze how particular elements of a drama interact (e.g., how setting shapes the characters and plot) in 7th grade text(s). | RL.7.3 | Mini-lesson, independent reading |
| 5 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | RL.7.4 | Mini-lesson, modeling |
| 6 | Analyze how a drama’s form or structure contributes to its meaning. | RL.7.5 | Mini-lesson, modeling |
| 7 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | RL.7.6 | Mini-lesson, modeling |

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| 8 | Compare and contrast a written story , drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | RL.7.7 | Mini-lesson, modeling, read-aloud |
| 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.7.9 | Mini-lesson, modeling, read-aloud |
| 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.7.10 | Independent reading, conferences |
| 11 | Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text. | RI.7.2 | Independent reading, conferences |
| 12 | 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.7.3 | Reader's Notebook |
| 13 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | RI.7.4 | Reader's Notebook |
| 14 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | RI.7.5 | Reader's Notebook |
| 15 | 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.7.6 | Reader's Notebook |

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| 16 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims. | RI.7.8 | Reader's Notebook |
| 17 | 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.7.9 | Reader's Notebook |
| 18 | By the end of the year, read and comprehend literary nonfiction in grade 7 text complexity proficiently, with scaffolding as needed at the high end of the range. | RI.7.10 | Independent reading, reading conferences |
| 19 | Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. | W.7.3b. | Independent writing |
| 20 | When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events. | W.7.3d. | Independent writing |
| 21 | When writing narratives, develop real or imagined experiences or events using well-structured event sequences; 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.7.3a. | Independent writing |
| 22 | When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or | W.7.3c | Independent writing |

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| | setting to another when writing narratives. | | |
| 23 | When engaged in narrative writing , provide a conclusion that follows from and reflects on the narrated experiences or events. | W.7.3e. | Independent writing |
| 24 | When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims . | W.7.1a. | Independent writing, small group discussion |
| 25 | Organize reasons and evidence logically when writing arguments. | W.7.1a. | Independent writing |
| 26 | When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate , credible sources and demonstrating an understanding of the topic or text. | W.7.1b. | Independent writing, research, sources |
| 27 | When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence . | W.7.1c. | Independent writing |
| 28 | When writing arguments, establish and maintain a formal style. | W.7.1d. | Independent writing |
| 29 | When writing arguments, provide a concluding statement or section that follows from and supports the argument presented. | W.7.1e. | Independent writing |
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| 30 | 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 | Small group discussions, whole group discussions, pair share |
| 31 | Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.7.1a. | Small group discussions, whole group discussions, pair share |
| 32 | When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines , and define individual roles as needed. | SL.7.1b. | Small group discussions, whole group discussions, pair share |
| 33 | 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.7.1c. | Small group discussions, whole group discussions, pair share |
| 34 | When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views. | SL.7.1d. | Small group discussions, whole group discussions, pair share |
| 35 | 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.7.2 | Small group discussions, whole group discussions, pair share |
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| 36 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | SL.7.3 | Small group discussions, whole group discussions, pair share |
| 37 | 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 when speaking. | SL.7.4 | Small group discussions, whole group discussions, pair share |
| 38 | When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | SL.7.5 | Small group discussions, whole group discussions, pair share |
| 39 | Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SL.7.6; L.7.3a. | Presentation |
| 40 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences. | L.7.1a. | Presentation, conferences |
| 41 | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | L.7.1b. | Independent practice |
| 42 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | L.7.1c. | Independent practice |
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| 43 | Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). | L.7.2a. | Personal editing |
| 44 | Demonstrate command of the conventions of standard English to spell correctly. | L.7.2b. | Personal editing |
| 45 | 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; 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.7.4a. | Conferences |
| 46 | Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). | L.7.4b. | Literacy centers |
| 47 | 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; 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.7.4c.d. | Utilizing resources, multimedia |
| 48 | Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | L.7.5a. | Modeling, mini-lesson |
| 49 | Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better | L.7.5b. | Literacy centers, independent practice |

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| | understand each of the words. | | |
| 50 | Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). | L.7.5c. | Writer's Notebook |
| 51 | 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. | L.7.6 | Conferences, independent reading, Reader's Notebook |

| Code # | Common Core State Standards |
|---------------|--|
| RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text ; provide an objective summary of the text. |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.) |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |

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| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| RL.7.9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| RL.7.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| RI.7.8 | 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. |
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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

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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 effects on the narrated experiences or events**

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| W.7.1 | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| W.7.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| W.7.5 | <p>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.</p> |
| W.7.6 | <p>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.</p> |
| W.7.7 | <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> |
| W.7.8 | <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> |

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| W.7.9a,b. | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p> |
| 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 | <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> |
| 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. |
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| SL.7.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples ; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) |
| L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. |

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L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***

L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 7 reading and content**, choosing flexibly from a range of strategies.

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.

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

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.

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).

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L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (**e.g., literary, biblical, and mythological allusions**) in context.

b. Use the relationship between particular words (**e.g., synonym/antonym, analogy**) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (**e.g., refined, respectful, polite, diplomatic, condescending**).

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.