

Adair County Middle School

2019-2020

7th Grade Reading and Writing STANDARDS / PACING GUIDE

[5 Key Skills](#)

Standard	Learning Target We are learning to.....
Literature	
Key Ideas and Details	
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.	We are learning to cite text evidence to analyze what the text says and to support claims made about the text.
RL.7.2 Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	We are learning to determine and analyze themes, using text evidence, paraphrasing, or summarizing.
RL.7.3 Analyze how particular elements of a story or drama influence one another.	We are learning to analyze how elements in a text influence one another.
Craft and Structure	
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 on a passage.	We are learning to determine word and phrase meaning. We are learning to analyze the impact of rhyme and the repetition of sounds in a text.
RL.7.5 Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	We are learning to analyze how form or structure contributes to the meaning of a text.
RL.7.6 Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	We are learning to analyze how characters are developed throughout a text.
Integration of Knowledge and Ideas	
RL.7.7 Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	We are learning to compare and contrast different mediums, analyzing the techniques of each.
RL.7.8 (Not applicable to literature)	N/A
RL.7.9 Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how the authors use history.	We are learning to compare and contrast fictional and historical accounts of the same events to understand how authors use history in a text.
Range of Reading and Level of Text Complexity	
RL.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literacy texts independently and proficiently.	We are learning to use comprehension strategies to understand and read literary texts independently and proficiently.
Informational	
Key Ideas and Details	
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.	We are learning to cite text evidence to analyze what the text says and to support claims made about the text.
RI.7.2 Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	We are learning to determine and analyze central ideas, using text evidence, paraphrasing, or summarizing.

RI.7.3 Analyze the interactions between individuals, events and ideas over the course of a text.	We are learning to analyze how characters and events interact over the course of a text.
Craft and Structure	
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.	We are learning to determine word and phrase meaning. We are learning to analyze the impact of word choice on the meaning and tone of a text.
RI.7.5 Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	We are learning to analyze how form or structure contributes to the meaning of a text.
RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	We are learning to analyze the author's purpose for a text. We are learning to analyze how the author's claim is supported within the text.
Integration of Knowledge and Ideas	
RI.7.7 Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	We are learning to compare and contrast different mediums, analyzing the representation of the subject and the impact it has on the audience.
RI.7.8 Identify 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.	We are learning to identify and evaluate arguments and claims within a text, determining whether the evidence is sound and sufficient.
RI.7.9 Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	We are learning to analyze differing opinions on the same topic by different authors.
Range of Reading and Level of Text Complexity	
RI.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	We are learning to use comprehension strategies to understand and read informational texts independently and proficiently.
Composition	
Text Types and Purposes	
C.7.1 Compose arguments to support claims with clear reasons and relevant evidence.	We are learning to write arguments that support claims with clear and relevant evidence.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	We are learning to produce writing that is appropriate to the task, purpose, and audience.
b. Introduce claim(s) acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.	We are learning to introduce counterclaims and a rebuttal for each.
c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	We are learning to support claims with evidence, using credible sources, to demonstrate understanding.
d. Use transitions to create cohesion and clarify the relationships among claims.	We are learning to use transitions to form relationships between claims.
e. Establish and maintain a task appropriate writing style.	We are learning to establish and maintain a task appropriate style of writing.
f. Provide a concluding statement or section that supports the argument presented.	We are learning to write a concluding statement that supports the argument.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new	We are learning to use the writing process, focusing on how well the purpose and audience are addressed.

approach, focusing on how well purpose and audience have been addressed.	
C.7.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	We are learning to write informative texts to examine a topic or convey ideas.
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	We are learning to produce writing that is appropriate to the task, purpose, and audience.
b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multi-media when useful to aiding comprehension.	We are learning to introduce a topic using strategies appropriate to informative writing.
c. Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.	We are learning to develop a topic with facts and details to explain and inform.
d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	We are learning to use transitions to form relationships between ideas and concepts.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	We are learning to use topic-specific language and vocabulary to inform and explain the topic.
f. Establish and maintain a formal style.	We are learning to establish and maintain a formal style of writing.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	We are learning to write a concluding statement that supports the information or explanation presented.
h. With guidance, 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.	We are learning to use the writing process, focusing on how well the purpose and audience are addressed.
C.7.3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.	We are learning to write narratives.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	We are learning to produce writing that is appropriate to the task, purpose, and audience.
b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	We are learning to engage the reader. We are learning to organize the events in a narrative logically.
c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	We are learning to use narrative writing techniques.
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	We are learning to use transitions to show sequence.
e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	We are learning to use words and phrases appropriate to the narrative.
f. Provide a conclusion that follows the narrated experiences or events.	We are learning to write a concluding statement that follows the narrated event.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	We are learning to use the writing process, focusing on how to strengthen the writing.
Production and Distribution	
C.7.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	We are learning to use digital resources to create, collaborate, and cite.
Research to Build and Present Knowledge	
C.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	We are learning to answer questions through research.

C.7.6 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	We are learning to gather relevant information from a variety of sources.
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Range of Writing

C.7.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	We are learning to write for a variety of tasks, purposes, and audiences over the course of the year.
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Language

Conventions of Standard English

L.7.1 In both written and oral expression:	
a. Create sentences using correctly placed clauses and phrases.	We are learning to create sentences using correctly placed clauses and phrases.
b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	We are learning to write various styles of sentences to signal differing relationships among ideas.
L.7.2 When writing:	
a. Demonstrate appropriate use of a comma to separate coordinate adjectives.	We are learning to use a comma appropriately to separate adjectives in a list.
b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	We are learning to identify and correct spelling errors.

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	We are learning to use language conventions.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	We are learning to clearly express ideas.

Vocabulary Acquisition and Use

L.7.4 Determine or clarify the meaning on unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	We are learning to determine meaning on multiple-meaning words and phrases.
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.	We are learning to use context clues to determine word meaning.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	We are learning to use Greek and Latin affixes and roots to determine word meaning.
c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.	We are learning to use print and digital resources to determine word meaning.
d. 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.	We are learning to accurately use vocabulary words throughout the year.
L.7.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	We are learning to understand figurative language and word relationships.
a. Interpret figurative language, including but not limited to allusions, in context.	We are learning to interpret figurative language in a text.
b. Use the relationship between particular words to improve understanding.	We are learning to use relationships between words to improve understanding.
c. Distinguish among the connotations of words with similar denotations.	We are learning to use and understand connotation and denotation for word meaning.

Unit	Standards	Window of Instruction (weeks)	Essential Vocabulary
Module 1 Journeys and Survival	RL 7.1, 7.2, 7.6, 7.4, 7.9, 7.10 RI 7.1, 7.2, 7.4, 7.6 C 7.1, 7.2, 7.3, 7.6	Weeks 1-8	scenario, representation, central ideas, literary text, analyze, contrast, characters, points of view, text features, protested, objected, text based evidence, culture, quote, identity, evidence, reasoning, inference, annotations, details, engage, excerpt, perspectives, summarize
Module 2 Working Conditions	RL 7.1, 7.3, 7.4, 7.9 RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.8, 7.9 C 7.1, 7.2, 7.4, 7.5, 7.6, 7.7	Weeks 9-16	infer, explicitly, implied, synthesize, elements, interact, plot, setting, character, implicitly, affect, effect, characterization, personification, anticipation, evidence, claim, reason, argument, relevant evidence, coherent, appropriate, counterclaim, literally, figuratively, relevant, irrelevant, structure
Module 3	RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.10 RI 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10 C 7.1, 7.2, 7.3, 7.7	Weeks 17-24	autobiography, biography, tone, mood, context, synthesize, conclusions, evidence, cite, purpose, convey, roots, prefixes, vivid, sensory details, stanza, lyrical, still, rhyme scheme, allusion,
Module 4	RL 7.1, 7.9, 7.10 RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10 C7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	Weeks 25-32	main idea, central idea, supporting details, development, compare, impact, theory, abstract, analyze, tone, characteristics, figurative language, claim, evidence, evaluate, sound reasoning, logical,
K-PREP Review and Testing	ALL	Weeks 33-36	