| Teacher: Core ELA 7 | Year: 2015-16 |
|---|---|
| Course: English Grade 7 | Month: All Months |

**S** ASSESSED THROUGHOUT THE YEAR
**e**
**p**
**t**
**e**
**m**
**b**
**e**
**r**

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
|---|---|---|---|---|---|---|
| | | | **SBAC Claims Link:** http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf | | | |
| 7.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts. | | | | | |
| 7.RL.1-Cite several pieces of textual evidence to support analysis of what the text says | **I can define textual evidence. (DOK 1) **I can cite textual | | Textual evidence (direct quotes) Inference | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of | | |

| | | | |
|---|---|---|---|
| explicitly as well as inferences drawn from the text. | evidence. (DOK 1)<br><br>**I can define inference. (DOK 1)<br><br>** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2)<br><br>I can cite to support my analysis of a fictional text.(DOK 2) (AZ)<br><br>I can cite evidence to support what the text says explicitly. (DOK 3)<br><br>I can cite evidence to support my inferences.(DOK 3) (AZ) | | text)<br><br>Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences) |
| 7.RL.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative | I can recognize figurative language and connotative meanings.(DOK 1)<br><br>I can comprehend figurative language | Figurative (simile, metaphor, personification, hyperbole, assonance, alliteration)<br><br>Connotative language (implied meaning beyond the literal definition)<br><br>Rhyme | Determine (DOK 2) (define)<br><br>Analyze (DOK 2) (explain and critique) |

| | | | |
|---|---|---|---|
| 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. | and connotative meanings.(DOK 2)<br><br>I can determine the meaning of unknown words and phrases within a given text.(DOK 2)<br><br>I can analyze the impact of rhyme and repetition of sound in a verse, stanza or section.(DOK 2) (AZ) | Repetition<br><br>Alliteration<br><br>Verse<br><br>Stanza | |
| 7.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **I can define textual evidence. (DOK 1)<br><br>**I can point to textual evidence. (DOK 1)<br><br>I can cite several pieces of textual evidence to support my analysis of the text.(DOK 2) | Textual evidence (word for word support)<br><br>Inferences | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)<br><br>Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences) |

**I can define inference. (DOK 1)

**I can make an inference. (DOK 2)

I can cite several pieces of textual evidence to support my inferences.(DOK 3) (AZ)

| | | | |
|---|---|---|---|
| 7.RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | I can determine the meaning of words and phrases within a given text. (DOK 1)<br><br>I can determine the meaning of figurative language, connotative and technical meanings. (DOK 2)<br><br>I can analyze the impact of a specific word choice on | Figurative, connotative (implied meaning beyond the literal definition)<br><br>Technical (written communication in fields with specialized vocabulary) meaning<br><br>Word choice<br><br>Meaning<br><br>Tone | Determine (DOK 2) (define)<br><br>Analyze (DOK 3) (make connections to words in context) |

meaning and tone.
(DOK 3)

| | | | |
|---|---|---|---|
| 7.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **I can identify conventions of standard English grammar and usage. (DOK 1)<br><br>I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2)<br><br>I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2) | Conventions of standard English grammar when writing<br><br>Conventions of standard English usage when writing<br><br>Conventions of standard English grammar when speaking<br><br>Conventions of standard English usage when speaking | Demonstrate (DOK 2) (use) |
| 7.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and | **I can identify when to use a capital letter according to the conventions of standard English. | Standard English capitalization<br><br>Standard English punctuation<br><br>Standard English spelling | Demonstrate (DOK 2) (show in writing) |

spelling when writing.

(DOK 1)

**I can identify when to use punctuation according to the conventions of standard English. (DOK 1)

**I can identify spelling rules according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English capitalization when writing. (DOK 2)

I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2)

I can demonstrate command of the

| | | | |
|---|---|---|---|
| | conventions of standard English spelling when writing. (DOK 2) | | |
| 7.L.2b-Spell correctly. | I can spell correctly. (DOK 1) | Words | Spell (DOK 1) |
| 7.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **I can identify language and its conventions. (DOK 1)<br><br>I can use knowledge of language and its conventions when writing. (DOK 2)<br><br>I can use knowledge of language and its conventions when speaking. (DOK 2)<br><br>I can use knowledge of language and its conventions when reading. (DOK 2)<br><br>I can use knowledge of | Knowledge of language and its conventions when listening<br><br>Knowledge of language and its conventions when writing<br><br>Knowledge of language and its conventions when speaking<br><br>Knowledge of language and its conventions when reading | Use (DOK 2 ) (apply) |

language and its conventions when listening. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.3a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | **I can identify language that expresses precise ideas. (DOK 1)<br><br>**I can identify language that expresses concise ideas. (DOK 1)<br><br>I can choose language that expresses ideas precisely. (DOK 2)<br><br>I can choose language that expresses ideas concisely. (DOK 2)<br><br>I can recognize wordiness and redundancy. (DOK 1)<br><br>I can eliminate wordiness and redundancy. (DOK | Language<br><br>Precise ideas<br><br>Concise ideas<br><br>Wordiness<br><br>Redundancy | Choose (DOK 2)<br><br>Recognize (DOK 1)<br><br>Eliminate (DOK 2) |

2)

| | | | |
|---|---|---|---|
| 7.L.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 can list strategies to identify the definition of unknown words and phrases. (DOK 1)<br><br>** I can identify unknown words and phrases. (DOK 1)<br><br>I can determine the meaning of unknown words based on grade 7 reading and content by using a range of strategies. (DOK 2)<br><br>I can determine the meaning of unknown phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)<br><br>I can determine the | Unknown words<br><br>Unknown phrases<br><br>Multiple-meaning words<br><br>Multiple-meaning phrases<br><br>Strategies | Determine (DOK 2) (define)<br><br>Clarify (DOK 2)<br><br>Choose flexibly (DOK 2) |

meaning of multiple-meaning words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

| 7.L.4a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | **I can identify how a context clue works. (DOK 1)<br><br>** I can clarify the meaning of a word. (DOK 1)<br><br>** I can clarify the meaning of a phrase. (DOK 1)<br><br>I can use the context of the | Context<br><br>Meaning<br><br>Word<br><br>Phrase | Use (DOK 2) (apply) |
| --- | --- | --- | --- |

overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a sentence as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a paragraph as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a paragraph as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's

position as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's function as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of a word's function to clarify the meaning of a word or phrase. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and | I can acquire grade-appropriate general academic words and phrases. (DOK 1) | General academic words<br><br>Domain-specific words<br><br>Domain-specific phrases | Acquire (DOK 1) (accumulate)<br><br>Use (DOK 2) (speak, write) |

phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I can use grade-appropriate general academic words and phrases. (DOK 2)

I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension.

Vocabulary Knowledge

Comprehension

Expression

Gather (DOK 3) (synthesize)

(DOK 3)

I can gather
vocabulary
knowledge when
considering a word
important to
expression. (DOK
3)

I can gather
vocabulary
knowledge when
considering a
phrase important to
expression. (DOK
3)

WRITING ASSESSED THROUGHOUT THE YEAR

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
|---|---|---|---|---|---|---|
| 7.W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- | **I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) | | Writing, development, organization, style, task, purpose, audience | Produce (DOK 3) | | |

specific expectations for writing types are defined in standards 1–3 above.)

I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3)

**I can brainstorm ways to develop a topic appropriate to audience. (DOK 1)
**I can develop a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the development is appropriate to audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose. (DOK 1)
**I can use a graphic organizer appropriate to task and purpose. (DOK 2)
**I can use the

information from the graphic organizer to organize and write a first draft that is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to task and purpose. (DOK 3)

**I can list ideas or words appropriate to audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to audience. (DOK 3)

**I can identify a

variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

| | | | |
|---|---|---|---|
| 7.W.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. (Editing for conventions should demonstrate command of Language standards 1â€"3 up to and including grade 7 on page 52.) | I can develop and strengthen writing with some guidance and support from peers and adults by:<br>- planning (DOK 2)<br>- revising (DOK 3)<br>- editing (DOK 3)<br>- rewriting (DOK 3)<br>- trying a new approach (DOK 2)<br><br>**I can identify purpose. (DOK 1)<br>**I can write with purpose. (DOK 2)<br>I can focus on how well purpose has been addressed. (DOK 3)<br><br>**I can identify audience. (DOK 1)<br>**I can write with an audience in mind. (DOK 2)<br>I can focus on how well audience has been addressed. (DOK 3) | Support from peers, support from adults, new approaches, purpose, audience | Develop (DOK 2)<br><br>Strengthen (DOK 3)<br><br>Planning (DOK 2)<br><br>Revising (DOK 3)<br><br>Editing (DOK 3)<br><br>Rewriting (DOK 3)<br><br>Focus (self-assess) (DOK 3) |

| | | | |
|---|---|---|---|
| 7.W.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. | I can use technology to produce writing. (DOK 1) I can use technology to publish writing. (DOK 1)<br><br>I can use the internet to produce writing. (DOK 1) I can use the internet to publish writing. (DOK 1)<br><br>I can link to and cite sources in my writing. (DOK 1)<br><br>I can use technology to interact with others. (DOK 2) I can use technology to collaborate with others. (DOK 2)<br><br>I can use the internet to interact with others. (DOK | Technology, internet, writing, sources | Use<br><br>Produce<br><br>Publish<br><br>Link<br><br>Cite<br><br>Interact<br><br>Collaborate |

2)
I can use the internet to collaborate with others. (DOK 2)

| 7.W.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **I can identify the steps to answer a research question. (DOK 1)<br>**I can outline and summarize a response to answer a research question. (DOK 2)<br>I can conduct a short research project to answer a question. (DOK 3)<br><br>** I can identify possible sources. (DOK 1)<br>** I can identify appropriate sources related to the question. (DOK 2)<br>** I can take notes, outline and/or summarize information related to the question | Research project, question, sources, investigation | Conduct to answer (DOK 3)<br><br>Draw on (DOK 3)<br><br>Generate (DOK 3) |

from the sources.
(DOK 2)
I can draw on
several sources.
(DOK 3)

** I can define
what makes a
research worthy
question. (DOK 1)
** I can draft
research worthy
questions. (DOK 2)
I can generate
additional related,
focused questions
for further research
and investigation.
(DOK 3)

| 7.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. | ** I can define evidence. (DOK 1) ** I can determine what evidence from a literary or information text supports my analysis. (DOK 2) I can draw on evidence from literary or informational text | Evidence, literary texts, informational texts, analysis, reflection, research | Draw to support (DOK 3) |

to support analysis.
(DOK 3)

** I can define
reflection. (DOK 1)
** I can determine
what evidence from
a literary or
information text
supports my
reflection. (DOK 2)
I can draw on
evidence from
literary or
informational text
to support
reflection. (DOK 3)

** I can define
research. (DOK 1)
** I can determine
what evidence from
a literary or
information text
supports my
research. (DOK 2)
I can draw on
evidence from
literary or
informational text
to support research.
(DOK 3)

| | | | |
|---|---|---|---|
| 7.W.9b-Apply grade 7 Reading standards to literary nonfiction (e.g. â€œTrace 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 claimsâ€ ). | I can apply grade 7 Reading standards to literary nonfiction.  (DOK 3) | Reading standards, literary nonfiction | Apply (DOK 3) |
| 7.W.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. | I can write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. (DOK 4)  I can write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  (DOK | Time frames, discipline-specific tasks, purposes, audiences | Write (DOK 4) |

3)

How does an author utilize text and its design to help me make sense of what I've read? ~ TRIMESTER ONE - ASSESSED IN NOVEMBER

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
|---|---|---|---|---|---|---|
| 7.RL.5-Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | I can identify the format or organization of a drama or poem. (DOK 1)<br><br>**I can comprehend the meaning of a drama or poem. (DOK 2)<br><br>I can analyze how the structure affects or enhances the meaning. (DOK 3)(AZ) | | Drama, poem, form, structure (soliloquy, sonnet, rhyming, line breaks, free verse) | Analyze (DOK 3) (identify and explain) | | |
| 7.RL.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. | I can define theme. (DOK 1)<br>I can determine a theme or a central idea in a text. (DOK 2)<br><br>I can analyze a theme or central | | Theme or central idea, objective summary | Determine (DOK 2) (state)<br><br>Analyze (DOK 3) (follow throughout a text)<br><br>Provide (DOK 2) | | |

| | | | (summarize) |
|---|---|---|---|
| | idea throughout an entire text. (DOK 3) | | |
| | I can provide an objective summary of the text stating the key points with out adding my own opinions or feelings. (DOK 2) (MH) | | |
| 7.RL.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | **I can identify literary elements. (DOK 1)<br><br>**I can analyze literary elements. (DOK 2)<br><br>I can analyze how literary element: plot, setting, character affect one another.(DOK 3) (AZ) | Story Elements (plot, setting, or character) | Analyze (DOK 3) (examine and determine) |
| 7.RI.5-Analyze the structure an author uses to organize a text, including how the major | **I can identify the structure of a text. (DOK 1)<br><br>I can analyze the | Structure, sections (text features) | Analyze (DOK 3) (make connections in order to draw conclusions) |

| | | | | |
|---|---|---|---|---|
| sections contribute to the whole and to the development of the ideas. | structure an author uses to organize a text. (DOK 2)<br><br>I can analyze how the major sections contribute to the whole and the development of the ideas. (DOK 3) (CCSS) | | | |
| 7.RI.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. | I can determine two or more central ideas in a text.(DOK 1)<br><br>I can analyze the development of two or more central ideas over the course of the text.(DOK 2)<br><br>I can provide an objective summary of the text.(DOK 2) | Central ideas (main ideas)<br><br>Development of ideas<br><br>Objective summary | Determine (DOK 1) (find)<br><br>Analyze (DOK 2) (examine and support)<br><br>Provide (communicate) (DOK 2) | |

Speaking and Listening ~ TRIMESTER ONE- ASSESSED IN NOVEMBER

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
|---|---|---|---|---|---|---|

| | | | |
|---|---|---|---|
| 7.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | I can engage in one-on-one discussions.(DOK 1)<br><br>I can engage in group discussions.(DOK 1)<br><br>I can engage in teacher-led discussions. (DOK 1)<br><br>I can build on others' ideas. (DOK 3)<br><br>I can express my own ideas clearly.(DOK 3) | Discussions (one-on-one, in groups, and teacher-led)<br><br>Topics<br><br>Texts<br><br>Issues<br><br>Others' ideas | Engage (DOK 1) (participate)<br><br>Build on others' ideas (DOK 3) (explain, generalize, connect)<br><br>Express own ideas clearly (DOK 3) (synthesize and communicate) |
| 7.SL.1a-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to | I can come to discussions prepared.(DOK 1) | Material under study<br><br>Evidence (prepared material on topic, text, or issue)<br><br>Ideas under discussion | Come prepared (DOK 1) (having read/researched)<br><br>Explicitly draw on (DOK 2) (support with evidence from the material) |

| | | | |
|---|---|---|---|
| evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | | | Refer to evidence (DOK 1) (point out)<br><br>Probe (DOK 3) (investigate more deeply)<br><br>Reflect (DOK 3) (synthesize and communicate) |
| 7.SL.1b-Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | I can follow rules for collegial discussions. (DOK 1)<br><br>I can track progress towards a specific goal or deadline.(DOK 3)<br><br>I can define individual roles.(DOK 1) | Rules for collegial discussion<br><br>Goals<br><br>Deadlines<br><br>Roles | Follow (DOK 1)<br><br>Track(DOK 3) (reasoning/planning to set goals and then chart progress)<br><br>Define (DOK 1) (assign task) |
| 7.SL.1c-Pose questions that elicit elaboration and respond to others' questions | I can pose questions that elicit elaboration. (DOK 2) | Questions<br><br>Elaboration<br><br>Response | Pose (DOK 2) (ask seek and search questions)<br><br>Respond (DOK 2) |

| Standard | Learning Targets | Vocabulary | Verbs |
|---|---|---|---|
| and comments with relevant observations and ideas that bring the discussion back on topic as needed. | I can respond to others' questions and comments with relevant observations. (DOK 2)<br><br>I can respond to others' questions and comments with relevant ideas. (DOK 2)<br><br>I can track the progress of a discussion and recognize when a discussion is getting off topic.(DOK 2) | Comments<br><br>Relevant Observations and Ideas<br><br>Discussion<br><br>Topic | (answer)<br><br>Bring (DOK 2)<br>(clarify) |
| 7.SL.1d- Acknowledge new information expressed by others and, when warranted, modify their own views.. | I can acknowledge new information expressed by others. (DOK 1)<br><br>I can modify my views when necessary.(DOK 3) | Information<br><br>Views | Acknowledge (DOK 1)<br>(recognize)<br><br>Modify (DOK 3)<br>(change) |

| | | | |
|---|---|---|---|
| 7.SL.5-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | I can include multimedia components in presentations.(DOK 2)<br><br>I can include visual displays in presentations.(DOK 2)<br><br>I can emphasize salient points to clarify claims and emphasize findings.(DOK 2) | Multimedia components (graphics, images, music, sound)<br><br>Visual displays<br><br>Claims<br><br>Findings<br><br>Salient points | Include to clarify (DOK 2)<br><br>Include to emphasize (DOK 2) |
| 7.SL.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.) | I can adapt speech to a variety of contexts and tasks.(DOK 3)<br><br>I can demonstrate command of formal English when indicated or appropriate.(DOK 2) | Speech, content, tasks, formal English | Adapt (DOK 3) (interpret and apply)<br><br>Demonstrate (DOK 2) (speak) |

Language Usage ~ TRIMESTER ONE - ASSESSED IN NOVEMBER

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
|---|---|---|---|---|---|---|
| 7.L.4b-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | **I can identify Greek affixes and roots (DOK 1)<br><br>**I can explain how Greek affixes and roots change the meaning of words. (DOK 1)<br><br>I can use Greek affixes and roots as clues to determine the meaning of words. (DOK 2)<br><br>**I can identify Latin affixes and roots (DOK 1)<br><br>**I can explain how Latin affixes and roots change the meaning of words. (DOK 1)<br><br>I can use Latin | | Greek affixes<br><br>Greek roots<br><br>Latin affixes<br><br>Latin roots | Use (DOK 2) (apply) | | |

affixes and roots as clues to determine the meaning of words. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.4c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | I can consult generalized reference materials, both print and digital, to find the pronunciation of a word. (DOK 1)<br><br>I can consult specialized reference materials, both print and digital, to find the pronunciation of a word. (DOK 1)<br><br>I can consult generalized reference materials, both print and digital, to determine the precise meaning of a word. (DOK 1)<br><br>I can consult | Generalized reference materials (print and digital)<br><br>Specialized reference materials (print and digital)<br><br>Pronunciation<br><br>Precise meaning<br><br>Part of Speech | Consult (DOK 1)<br><br>Find (DOK 1)<br><br>Clarify (DOK 1)<br><br>Determine (DOK 1) (identify) |

specialized reference materials, both print and digital, to determine the precise meaning of a word. (DOK 1)

I can consult generalized reference materials, both print and digital, to clarify the precise meaning of a word. (DOK 1)

I can consult specialized reference materials, both print and digital, to clarify the precise meaning of a word. (DOK 1)

I can consult generalized reference materials, both print and digital, to determine the part of speech of a

word. (DOK 1)

I can consult specialized reference materials, both print and digital, to determine the part of speech of a word. (DOK 1)

| | | | |
|---|---|---|---|
| 7.L.4d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | I can verify (check) the preliminary determination of the meaning of a word. (DOK 1)<br><br>I can verify (check) the preliminary determination of the meaning of a phrase. (DOK 1) | Preliminary determination<br><br>Meaning of a word<br><br>Meaning of a phrase | Verify (DOK 1) (check) |
| 7.L.5b-Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of | ** I can identify synonym/antonym relationships between words. (DOK 1)<br><br>** I can identify | Word relationships<br><br>Synonym/antonym<br><br>Analogy | Use (DOK 2) (apply) |

| the words. | analogies. (DOK 1) |
| :--- | :--- |
| | I can use the relationship between particular words to better understand each of the words. (DOK 2) |

Writing ~ TRIMESTER ONE- ASSESSED IN NOVEMBER

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 7.W.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | I can write narratives to develop real or imagined experiences or events. (DOK 3)<br><br>I can use effective technique. (DOK 3)<br><br>I can use relevant descriptive details. (DOK 2)<br><br>I can use well-structure event sequences. (DOK 2) | | Narratives, experiences, events, technique, details, event sequences | Write to develop (DOK 3)<br><br>Use (DOK 3) | | |

| 7.W.3a-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. | I can engage the reader by establishing a context. (DOK 3)<br><br>I can engage the reader by establishing point of view. (DOK 3)<br><br>I can engage the reader by introducing a narrator and/or characters. (DOK 3)<br><br>I can orient the reader by establishing context. (DOK 2)<br><br>I can orient the reader by establishing point of view. (DOK 2)<br><br>I can organize an event sequence that unfolds naturally and | Reader, context, point of view, narrator, characters, event sequence | Engage<br><br>Orient (guide)<br><br>Establish<br><br>Introduce<br><br>Organize |

logically.  (DOK 2)

| 7.W.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | I can use the following narrative techniques to develop experiences:  (DOK 3)<br>- dialogue<br>- pacing<br>- description<br><br>I can use the following narrative techniques to develop events:  (DOK 3)<br>- dialogue<br>- pacing<br>- description<br><br>I can use the following narrative techniques to develop characters:  (DOK 3)<br>- dialogue<br>- pacing<br>- description | Narrative techniques, dialogue, pacing, description, experiences, events, characters | Use<br><br>Develop |

| | | | |
|---|---|---|---|
| 7.W.3c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | I can use a variety of transition words, phrases and clauses to convey sequence.  (DOK 2)<br><br>I can use a variety of transition words, phrases and clauses to signal shifts from one time frame or setting to another.  (DOK 2) | Variety, transition words, phrases, clauses, sequence, shifts, time frame, setting | Use to convey<br><br>Use to signal |
| 7.W.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | I can use precise words and phrases to capture the action.  (DOK 3)<br><br>I can use precise words and phrases to convey experiences and events.  (DOK 3)<br><br>I can use relevant descriptive details to capture the action.  (DOK 3)<br><br>I can use relevant descriptive details | Words, phrases, details, sensory language, action, experiences, events | Use to capture<br><br>Use to convey |

| | |
|---|---|
| | to convey experiences and events.  (DOK 3) |
| | I can use sensory language to capture the action.  (DOK 3) |
| | I can use sensory language to convey experiences and events.  (DOK 3) |

| Standards | Enduring | | Content | | Skills |
|---|---|---|---|---|---|
| 7.W.3e-Provide a conclusion that follows from and reflects on the narrated experiences or events. | I can provide a conclusion that follows from the narrated experiences or events.  (DOK 3)<br><br>I can provide a conclusion that reflects on the narrated experiences or events.  (DOK 3) | | Conclusion, experiences, events | | Provide |

**D
e
c**   ASSESSED THROUGHOUT THE YEAR

| Standards | Enduring | Assessment | Content | | | Skills | Examples | Le |
|---|---|---|---|---|---|---|---|---|

| e m b e r | Understandings (Learning Targets) | | |
|---|---|---|---|
| | | **SBAC Claims Link:** http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf | |
| 7.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts. | | |
| 7.RL.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **I can define textual evidence. (DOK 1)  **I can cite textual evidence. (DOK 1)  **I can define inference. (DOK 1)  ** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2) | Textual evidence (direct quotes)  Inference | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)  Cite to support inferences drawn from the text (DOK 3) (use quotes to support |

inferences)

I can cite to support my analysis of a fictional text.(DOK 2) (AZ)

I can cite evidence to support what the text says explicitly. (DOK 3)

I can cite evidence to support my inferences.(DOK 3) (AZ)

| 7.RL.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. | I can recognize figurative language and connotative meanings.(DOK 1) | Figurative (simile, metaphor, personification, hyperbole, assonance, alliteration) | Determine (DOK 2) (define) |
| | I can comprehend figurative language and connotative meanings.(DOK 2) | Connotative language (implied meaning beyond the literal definition) | Analyze (DOK 2) (explain and critique) |
| | | Rhyme | |
| | I can determine the meaning of unknown words and phrases within a given text.(DOK 2) | Repetition | |
| | | Alliteration | |
| | | Verse | |
| | | Stanza | |

I can analyze the impact of rhyme and repetition of sound in a

verse, stanza or section.(DOK 2) (AZ)

| | | | |
|---|---|---|---|
| 7.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **I can define textual evidence. (DOK 1)<br><br>**I can point to textual evidence. (DOK 1)<br><br>I can cite several pieces of textual evidence to support my analysis of the text.(DOK 2)<br><br>**I can define inference. (DOK 1)<br><br>**I can make an inference. (DOK 2)<br><br>I can cite several pieces of textual evidence to support my inferences.(DOK 3) (AZ) | Textual evidence (word for word support)<br><br>Inferences | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)<br><br>Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences) |
| 7.RI.4-Determine the meaning of words and phrases as they are used | I can determine the meaning of words and phrases within a given | Figurative, connotative (implied meaning beyond the literal definition) | Determine (DOK 2) (define) |

| | | | |
|---|---|---|---|
| in a text, including figurative, connotative, and technical meanings. | text. (DOK 1)<br><br>I can determine the meaning of figurative language, connotative and technical meanings. (DOK 2)<br><br>I can analyze the impact of a specific word choice on meaning and tone. (DOK 3) | Technical (written communication in fields with specialized vocabulary) meaning<br><br>Word choice<br><br>Meaning<br><br>Tone | Analyze (DOK 3) (make connections to words in context) |
| 7.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **I can identify conventions of standard English grammar and usage. (DOK 1)<br><br>I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2)<br><br>I can demonstrate command of conventions of standard English grammar and usage when speaking. | Conventions of standard English grammar when writing<br><br>Conventions of standard English usage when writing<br><br>Conventions of standard English grammar when speaking<br><br>Conventions of standard English usage when speaking | Demonstrate (DOK 2) (use) |

(DOK 2)

| 7.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **I can identify when to use a capital letter according to the conventions of standard English. (DOK 1)<br><br>**I can identify when to use punctuation according to the conventions of standard English. (DOK 1)<br><br>**I can identify spelling rules according to the conventions of standard English. (DOK 1)<br><br>I can demonstrate command of the conventions of standard English capitalization when writing. (DOK 2)<br><br>I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2) | Standard English capitalization<br><br>Standard English punctuation<br><br>Standard English spelling | Demonstrate (DOK 2) (show in writing) |

I can demonstrate command of the conventions of standard English spelling when writing. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.2b-Spell correctly. | I can spell correctly. (DOK 1) | Words | Spell (DOK 1) |
| 7.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **I can identify language and its conventions. (DOK 1)<br><br>I can use knowledge of language and its conventions when writing. (DOK 2)<br><br>I can use knowledge of language and its conventions when speaking. (DOK 2)<br><br>I can use knowledge of language and its conventions when reading. (DOK 2)<br><br>I can use knowledge of language and its conventions when listening. (DOK 2) | Knowledge of language and its conventions when listening<br><br>Knowledge of language and its conventions when writing<br><br>Knowledge of language and its conventions when speaking<br><br>Knowledge of language and its conventions when reading | Use (DOK 2 ) (apply) |

| | | | |
|---|---|---|---|
| 7.L.3a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | **I can identify language that expresses precise ideas. (DOK 1)<br><br>**I can identify language that expresses concise ideas. (DOK 1)<br><br>I can choose language that expresses ideas precisely. (DOK 2)<br><br>I can choose language that expresses ideas concisely. (DOK 2)<br><br>I can recognize wordiness and redundancy. (DOK 1)<br><br>I can eliminate wordiness and redundancy. (DOK 2) | Language<br><br>Precise ideas<br><br>Concise ideas<br><br>Wordiness<br><br>Redundancy | Choose (DOK 2)<br><br>Recognize (DOK 1)<br><br>Eliminate (DOK 2) |
| 7.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from | ** I can list strategies to identify the definition of unknown words and phrases. (DOK 1)<br><br>** I can identify | Unknown words<br><br>Unknown phrases<br><br>Multiple-meaning words | Determine (DOK 2) (define)<br><br>Clarify (DOK 2) |

| a range of strategies. | unknown words and phrases. (DOK 1) | Multiple-meaning phrases | Choose flexibly (DOK 2) |
| | | Strategies | |

a range of strategies.

unknown words and phrases. (DOK 1)

I can determine the meaning of unknown words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of unknown phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

Multiple-meaning phrases

Strategies

Choose flexibly (DOK 2)

I can clarify the meaning of unknown words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

| 7.L.4a-Use context (e.g., the overall | **I can identify how a context clue works. | Context | Use (DOK 2) (apply) |

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.

(DOK 1)

** I can clarify the meaning of a word. (DOK 1)

** I can clarify the meaning of a phrase. (DOK 1)

I can use the context of the overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a sentence as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a paragraph as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of

Meaning

Word

Phrase

a paragraph as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's function as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of a word's function to clarify the meaning of a word or phrase. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.6-Acquire and use accurately grade-appropriate general | I can acquire grade-appropriate general academic words and | General academic words | Acquire (DOK 1) (accumulate) |

academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

phrases. (DOK 1)

I can use grade-appropriate general academic words and phrases. (DOK 2)

I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when

Domain-specific words

Domain-specific phrases

Vocabulary Knowledge

Comprehension

Expression

Use (DOK 2) (speak, write)

Gather (DOK 3) (synthesize)

considering a word
important to
expression. (DOK 3)

I can gather vocabulary
knowledge when
considering a phrase
important to
expression. (DOK 3)

WRITING ASSESSED THROUGHOUT THE YEAR

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| 7.W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€"3 above.) | **I can brainstorm ideas appropriate to task and purpose. (DOK 1)<br>**I can connect ideas appropriate to task and purpose in a first draft. (DOK 2)<br>I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3)<br><br>**I can brainstorm ways to develop a topic appropriate to audience. | | Writing, development, organization, style, task, purpose, audience | Produce (DOK 3) | | |

(DOK 1)
**I can develop a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the development is appropriate to audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose.
(DOK 1)
**I can use a graphic organizer appropriate to task and purpose.
(DOK 2)
**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to task and purpose. (DOK 3)

**I can list ideas or words appropriate to

audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to audience. (DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to audience. (DOK 2)

I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

| | | | |
|---|---|---|---|
| 7.W.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. (Editing for conventions should demonstrate command of Language standards 1â€“3 up to and including grade 7 on page 52.) | I can develop and strengthen writing with some guidance and support from peers and adults by: - planning (DOK 2) - revising (DOK 3) - editing (DOK 3) - rewriting (DOK 3) - trying a new approach (DOK 2)  **I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2) I can focus on how well purpose has been addressed. (DOK 3)  **I can identify audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well | Support from peers, support from adults, new approaches, purpose, audience | Develop (DOK 2)  Strengthen (DOK 3)  Planning (DOK 2)  Revising (DOK 3)  Editing (DOK 3)  Rewriting (DOK 3)  Focus (self-assess) (DOK 3) |

audience has been
addressed. (DOK 3)

| | | | |
|---|---|---|---|
| 7.W.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. | I can use technology to produce writing. (DOK 1) | Technology, internet, writing, sources | Use |
| | I can use technology to publish writing. (DOK 1) | | Produce |
| | | | Publish |
| | I can use the internet to produce writing. (DOK 1) | | Link |
| | | | Cite |
| | I can use the internet to publish writing. (DOK 1) | | Interact |
| | | | Collaborate |
| | I can link to and cite sources in my writing. (DOK 1) | | |
| | I can use technology to interact with others. (DOK 2) | | |
| | I can use technology to collaborate with others. (DOK 2) | | |
| | I can use the internet to interact with others. (DOK 2) | | |
| | I can use the internet to | | |

| | | | |
|---|---|---|---|
| | collaborate with others. (DOK 2) | | |
| 7.W.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **I can identify the steps to answer a research question. (DOK 1)<br>**I can outline and summarize a response to answer a research question. (DOK 2)<br>I can conduct a short research project to answer a question. (DOK 3)<br><br>\*\* I can identify possible sources. (DOK 1)<br>\*\* I can identify appropriate sources related to the question. (DOK 2)<br>\*\* I can take notes, outline and/or summarize information related to the question from the sources. (DOK 2)<br>I can draw on several sources. (DOK 3) | Research project, question, sources, investigation | Conduct to answer (DOK 3)<br><br>Draw on (DOK 3)<br><br>Generate (DOK 3) |

|  |  |  |  |
|---|---|---|---|
|  | ** I can define what makes a research worthy question. (DOK 1)<br>** I can draft research worthy questions. (DOK 2)<br>I can generate additional related, focused questions for further research and investigation. (DOK 3) |  |  |
| 7.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. | ** I can define evidence. (DOK 1)<br>** I can determine what evidence from a literary or information text supports my analysis. (DOK 2)<br>I can draw on evidence from literary or informational text to support analysis. (DOK 3)<br><br>** I can define reflection. (DOK 1)<br>** I can determine what evidence from a literary or information text supports my reflection. | Evidence, literary texts, informational texts, analysis, reflection, research | Draw to support (DOK 3) |

(DOK 2)
I can draw on evidence from literary or informational text to support reflection. (DOK 3)

** I can define research. (DOK 1)
** I can determine what evidence from a literary or information text supports my research. (DOK 2)
I can draw on evidence from literary or informational text to support research. (DOK 3)

| | | | |
|---|---|---|---|
| 7.W.9b-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"). | I can apply grade 7 Reading standards to literary nonfiction.  (DOK 3) | Reading standards, literary nonfiction | Apply (DOK 3) |

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| 7.W.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. | I can write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. (DOK 4)<br><br>I can write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (DOK 3) | | Time frames, discipline-specific tasks, purposes, audiences | Write (DOK 4) | | |

How does the way in which content is delivered influence our experience? ~ TRIMESTER TWO - ASSESSED IN MARCH

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| 7.RL.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). | **I can define key terms related to audio, film, staged or multimedia mediums. (DOK 1)<br><br>I can compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.(DOK 2) | | Written forms of literature (story, poem, drama)<br><br>Adapted forms of literature (audio, film, multimedia)<br><br>Medium techniques | Compare and contrast (DOK 2)<br><br>Analyze (DOK 3) (critique) | | |

| | | | |
|---|---|---|---|
| 7.RI.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). | I can analyze the effects of techniques unique to each medium.(DOK 3) <br><br>**I can identify interactions between individuals, events and ideas in a text. (DOK 1) <br><br>** I can analyze the interactions between individuals, events, and ideas in a text. (DOK 2) <br><br>I can analyze the interactions between individuals, events, and ideas in a text, and how they influence one another.(DOK 3) (AZ) | Interactions | Analyze (DOK 3) (make connections) |
| 7.RI.7-Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | **I can identify that the multimedia format used can create differences. (DOK 1) <br><br>I can compare and contrast a text to an audio, video, or multimedia version of the text.(DOK 2) <br><br>I can analyze how | Medium (text, audio, video, multimedia, subject) | Compare and contrast (DOK 2) <br><br>Analyze (DOK 3) (make judgments of how the medium impacts the subject) |

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| | different mediums portray the same text by comparing and contrasting a piece of writing to an audio, video, or multimedia version.(DOK 3) (AZ) | | | | | |
| 7.RL.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. | **I can identify historical fiction versus a factual account. (DOK 1)<br><br>I can read a piece of historical fiction and a factual historical account of the same time period to compare and contrast the two. (DOK 2)<br><br>I can understand how the author uses or alters history in the fictional piece. (DOK 3) (AZ) | | Time<br><br>Place<br><br>Character<br><br>Historical account | | Compare and contrast to understand (DOK 3) | |

Speaking and Listening ~ TRIMESTER TWO- ASSESSED IN MARCH

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | | Skills | Examples | Le |
|---|---|---|---|---|---|---|---|
| 7.SL.2-Analyze the main ideas and supporting details presented in diverse | I can analyze the main ideas and supporting details presented in diverse media and | | Main idea<br><br>Supporting details | | Analyze (DOK 2) (identify)<br><br>Explain (DOK | | |

| Standards | Enduring Understandings (Learning Targets) | Content | | Skills/Level |
|---|---|---|---|---|
| media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | formats.(DOK 2)<br><br>I can explain how the ideas clarify a topic, text, or issue.(DOK 3) | Media<br><br>Formats (visually, quantitatively, orally)<br><br>Topic<br><br>Text<br><br>Issue | | 3) (synthesize and communicate analysis) |
| 7.SL.5-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | I can include multimedia components in presentations.(DOK 2)<br><br>I can include visual displays in presentations.(DOK 2)<br><br>I can emphasize salient points to clarify claims and emphasize findings.(DOK 2) | Multimedia components (graphics, images, music, sound)<br><br>Visual displays<br><br>Claims<br><br>Findings<br><br>Salient points | | Include to clarify (DOK 2)<br><br>Include to emphasize (DOK 2) |

Language Usage ~ TRIMESTER TWO - ASSESSED IN MARCH

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| 7.L.1a-Explain the function of phrases and clauses in general and their function in | **I can identify phrases. (DOK 1)<br><br>**I can identify | | Phrases<br><br>Clauses | Explain (DOK 2) | | |

| | | | |
|---|---|---|---|
| specific sentences. | clauses. (DOK 1) | | |
| | I can explain the function of phrases in general. (DOK 2) | | |
| | I can explain the function of phrases and their function in specific sentences. (DOK 2) | | |
| | I can explain the function of clauses in general. (DOK 2) | | |
| | I can explain the function of phrases and their function in specific sentences. (DOK 2) | | |
| 7.L.1b-Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | I can identify simple sentence structures (independent clause). (DOK 1)<br><br>I can identify compound sentences structures (two or more independent clauses). | Simple Sentences<br><br>Compound sentences<br><br>Complex sentences<br><br>Compound-complex sentences<br><br>Relationships | Choose (DOK 2) (select) |

| | | | |
|---|---|---|---|
| | (DOK 1) | Ideas | |
| | I can identify complex sentences structures (one independent clause, and one or more dependent clauses). (DOK 1) | | |
| | I can identify compound-complex sentence structures (two independent clauses joined to one or more dependent clauses). (DOK 1) | | |
| | I can choose among (vary sentence structure) simple, compound, complex or compound-complex sentences to signal differing relationships among ideas. (DOK 2) | | |
| 7.L.1c-Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | **I can identify phrases within a sentence. (DOK 1)  **I can identify clauses within a sentence. | Phrases  Clauses  Misplaced Modifiiers | Place (DOK 2)(use)  Recognize (DOK 1) |

| | (DOK 1) | Dangling Modifiers | Correct (DOK 2) |
|---|---|---|---|
| | I can place phrases within a sentence. (DOK 2) | | |
| | I can place clauses within a sentence. (DOK 2) | | |
| | I can recognize misplaced modifiers. (DOK 1) | | |
| | I can correct misplaced modifiers. (DOK 2) | | |
| | I can recognize dangling modifiers. (DOK 1) | | |
| | I can correct dangling modifiers. (DOK 2) | | |
| 7.L.2a-Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | **I can identify coordinate adjectives. (DOK 1)<br><br>I can use a comma to separate coordinate adjectives. (DOK 2) | Comma<br><br>Coordinate adjectives | Use (DOK 2) |

Writing ~ TRIMESTER TWO- ASSESSED IN MARCH

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Le |
|---|---|---|---|---|---|---|
| 7.W.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | I can select relevant content. (DOK 2)<br><br>I can organize relevant content. (DOK 2)<br><br>I can analyze relevant content. (DOK 3)<br><br>I can write to convey ideas. (DOK 3)<br><br>I can write to convey concepts. (DOK 3)<br><br>I can write to convey information. (DOK 3)<br><br>I can write informative/explanatory texts to examine a topic. (DOK 4) | | Informative/explanatory text, topic, ideas, concepts, information, selection, organization, content | Write (DOK 4)<br><br>Examine (DOK 4)<br><br>Convey (DOK 4) | | |
| 7.W.2a-Introduce a topic clearly, previewing what is to | I can introduce a topic that clearly previews what is to | | Topic, ideas, concepts, information, definition, classification, comparison/contrast, cause/effect, formatting, graphics, multimedia, | Introduce | | |

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.

follow.  (DOK 3)

I can organize ideas using the strategies of:  (DOK 2)
- definition
- classification
- comparison/contrast
- cause/effect

I can organize concepts using the strategies of: (DOK 2)
- definition
- classification
- comparison/contrast
- cause/effect

I can organize information using the strategies of:  (DOK 2)
- definition
- classification
- comparison/contrast
- cause/effect

I can include formatting to aid comprehension.  (DOK 3)

I can include graphics to aid

comprehension

Organize

Include to aid

| | comprehension. (DOK 3) | | |
| --- | --- | --- | --- |
| | I can include multimedia to aid comprehension. (DOK 3) | | |
| 7.W.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | I can develop the topic with relevant facts. (DOK 3)<br><br>I can develop the topic with definitions. (DOK 3)<br><br>I can develop the topic with concrete details. (DOK 3)<br><br>I can develop the topic with quotations. (DOK 3)<br><br>I can develop the topic with information. (DOK 3)<br><br>I can develop the topic with examples. (DOK 3) | Topic, facts, definitions, details, quotations, information, examples | Develop (support) |

| | | | |
|---|---|---|---|
| 7.W.2c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | I can use appropriate transition to create cohesion. (DOK 3)<br><br>I can use appropriate transitions to clarify the relationship among ideas and concepts. (DOK 2) | Transitions, cohesion, relationships, ideas, concepts | Use<br><br>Create<br><br>Clarify |
| 7.W.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. | I can use precise language to inform about the topic. (DOK 2)<br><br>I can use precise language to explain the topic. (DOK 2)<br><br>I can use domain-specific vocabulary to inform about the topic. (DOK 2)<br><br>I can use domain-specific vocabulary to explain the topic. (DOK 2) | Language, domain-specific vocabulary, topic | Use to inform<br><br>Use to explain |
| 7.W.2e-Establish and | I can establish formal | Formal style | Establish |

| | | | |
|---|---|---|---|
| maintain a formal style. | style. (DOK 3)<br><br>I can maintain formal style. (DOK 3) | | Maintain |
| 7.W.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented. | I can provide a concluding statement or section. (DOK 2)<br><br>I can provide a concluding statement or section that follows from the information or explanation presented. (DOK 3)<br><br>I can provide a concluding statement or section that supports the information or explanation presented. (DOK 3) | Concluding statement, concluding section, information, explanation | Provide |
| 7.W.9a-Apply grade 7 Reading standards to literature (e.g., â€œCompare and contrast a fictional portrayal of a time, place, or character and a historical account of | I can apply grade 7 Reading standards to literature. (DOK 4) | Reading standards, literature | Apply (DOK 3) |

the same period as a means of understanding how authors of fiction use or alter historyâ€ ).

ASSESSED THROUGHOUT THE YEAR

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| | | | **SBAC Claims Link:** http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf | | | | |
| 7.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts. | | | | | | |
| 7.RL.1-Cite several pieces of textual evidence | **I can define textual evidence. (DOK 1) | | Textual evidence (direct quotes) Inference | Cite to support analysis of text (DOK 2) (use | | | |

| | | | | |
|---|---|---|---|---|
| to support analysis of what the text says explicitly as well as inferences drawn from the text. | **I can cite textual evidence. (DOK 1)<br><br>**I can define inference. (DOK 1)<br><br>** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2)<br><br>I can cite to support my analysis of a fictional text.(DOK 2) (AZ)<br><br>I can cite evidence to support what the text says explicitly. (DOK 3)<br><br>I can cite evidence to support my inferences.(DOK 3) (AZ) | | quotes to support comprehension of text)<br><br>Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences) | |
| 7.RL.4- Determine the meaning of words and phrases as they are used in a | I can recognize figurative language and connotative meanings.(DOK 1)<br><br>I can comprehend | Figurative (simile, metaphor, personification, hyperbole, assonance, alliteration)<br><br>Connotative language (implied meaning beyond the literal definition) | Determine (DOK 2) (define)<br><br>Analyze (DOK 2) (explain and | An attachment statements wil |

| | | | |
|---|---|---|---|
| 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. | figurative language and connotative meanings.(DOK 2)<br><br>I can determine the meaning of unknown words and phrases within a given text.(DOK 2)<br><br>I can analyze the impact of rhyme and repetition of sound in a verse, stanza or section.(DOK 2) (AZ) | Rhyme<br><br>Repetition<br><br>Alliteration<br><br>Verse<br><br>Stanza | critique) |
| 7.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **I can define textual evidence. (DOK 1)<br><br>**I can point to textual evidence. (DOK 1)<br><br>I can cite several pieces of textual evidence to support my analysis of the text.(DOK 2)<br><br>**I can define | Textual evidence (word for word support)<br><br>Inferences | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)<br><br>Cite to support inferences drawn from the text (DOK 3) (use quotes to support |

inference. (DOK 1)

inferences)

**I can make an inference. (DOK 2)

I can cite several pieces of textual evidence to support my inferences.(DOK 3) (AZ)

| 7.RI.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | I can determine the meaning of words and phrases within a given text. (DOK 1)<br><br>I can determine the meaning of figurative language, connotative and technical meanings. (DOK 2)<br><br>I can analyze the impact of a specific word choice on meaning and tone. (DOK 3) | Figurative, connotative (implied meaning beyond the literal definition)<br><br>Technical (written communication in fields with specialized vocabulary) meaning<br><br>Word choice<br><br>Meaning<br><br>Tone | Determine (DOK 2) (define)<br><br>Analyze (DOK 3) (make connections to words in context) |

| | | | |
|---|---|---|---|
| 7.L.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **I can identify conventions of standard English grammar and usage. (DOK 1)<br><br>I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2)<br><br>I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2) | Conventions of standard English grammar when writing<br><br>Conventions of standard English usage when writing<br><br>Conventions of standard English grammar when speaking<br><br>Conventions of standard English usage when speaking | Demonstrate (DOK 2) (use) |
| 7.L.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **I can identify when to use a capital letter according to the conventions of standard English. (DOK 1)<br><br>**I can identify | Standard English capitalization<br><br>Standard English punctuation<br><br>Standard English spelling | Demonstrate (DOK 2) (show in writing) |

when to use
punctuation
according to the
conventions of
standard English.
(DOK 1)

**I can identify
spelling rules
according to the
conventions of
standard English.
(DOK 1)

I can demonstrate
command of the
conventions of
standard English
capitalization when
writing. (DOK 2)

I can demonstrate
command of the
conventions of
standard English
punctuation when
writing. (DOK 2)

I can demonstrate
command of the
conventions of
standard English
spelling when

writing. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.2b-Spell correctly. | I can spell correctly. (DOK 1) | Words | Spell (DOK 1) |
| 7.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **I can identify language and its conventions. (DOK 1)<br><br>I can use knowledge of language and its conventions when writing. (DOK 2)<br><br>I can use knowledge of language and its conventions when speaking. (DOK 2)<br><br>I can use knowledge of language and its conventions when reading. (DOK 2)<br><br>I can use knowledge of language and its conventions when listening. (DOK 2) | Knowledge of language and its conventions when listening<br><br>Knowledge of language and its conventions when writing<br><br>Knowledge of language and its conventions when speaking<br><br>Knowledge of language and its conventions when reading | Use (DOK 2 ) (apply) |
| 7.L.3a-Choose language that | **I can identify language that | Language | Choose (DOK 2) |

| | | | |
|---|---|---|---|
| expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | expresses precise ideas. (DOK 1)<br><br>**I can identify language that expresses concise ideas. (DOK 1)<br><br>I can choose language that expresses ideas precisely. (DOK 2)<br><br>I can choose language that expresses ideas concisely. (DOK 2)<br><br>I can recognize wordiness and redundancy. (DOK 1)<br><br>I can eliminate wordiness and redundancy. (DOK 2) | Precise ideas<br><br>Concise ideas<br><br>Wordiness<br><br>Redundancy | Recognize (DOK 1)<br><br>Eliminate (DOK 2) |
| 7.L.4-Determine or clarify the meaning of unknown and | ** I can list strategies to identify the definition of unknown words and | Unknown words<br><br>Unknown phrases | Determine (DOK 2) (define) |

multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

phrases. (DOK 1)

** I can identify unknown words and phrases. (DOK 1)

I can determine the meaning of unknown words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of unknown phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 7 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of

Multiple-meaning words

Multiple-meaning phrases

Strategies

Clarify (DOK 2)

Choose flexibly (DOK 2)

multiple-meaning
phrases based on
grade 7 reading and
content by using a
range of strategies.
(DOK 2)

I can clarify the
meaning of
unknown words
based on grade 7
reading and content
by using a range of
strategies. (DOK 2)

I can clarify the
meaning of
unknown phrases
based on grade 7
reading and content
by using a range of
strategies. (DOK 2)

I can clarify the
meaning of
multiple-meaning
words based on
grade 7 reading and
content by using a
range of strategies.
(DOK 2)

I can clarify the

meaning of multiple-meaning phrases based on grade 7 reading and content by using a range of strategies. (DOK 2)

| | | | |
|---|---|---|---|
| 7.L.4a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | **I can identify how a context clue works. (DOK 1)<br><br>** I can clarify the meaning of a word. (DOK 1)<br><br>** I can clarify the meaning of a phrase. (DOK 1)<br><br>I can use the context of the overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2)<br><br>I can use the context of the overall meaning of a sentence as a clue to | Context<br><br>Meaning<br><br>Word<br><br>Phrase | Use (DOK 2) (apply) |

clarify the meaning
of a word or phrase.
(DOK 2)

I can use the context
of the overall
meaning of a
paragraph as a clue
to determine the
meaning of a word
or phrase. (DOK 2)

I can use the context
of the overall
meaning of a
paragraph as a clue
to clarify the
meaning of a word
or phrase. (DOK 2)

I can use the context
of a word's position
as a clue to
determine the
meaning of a word
or phrase. (DOK 2)

I can use the context
of a word's position
to clarify the
meaning of a word
or phrase. (DOK 2)

I can use the context of a word's function as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of a word's function to clarify the meaning of a word or phrase. (DOK 2)

| 7.L.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. | I can acquire grade-appropriate general academic words and phrases. (DOK 1)<br><br>I can use grade-appropriate general academic words and phrases. (DOK 2)<br><br>I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)<br><br>I can use grade-appropriate domain-specific words and | General academic words<br><br>Domain-specific words<br><br>Domain-specific phrases<br><br>Vocabulary Knowledge<br><br>Comprehension<br><br>Expression | Acquire (DOK 1) (accumulate)<br><br>Use (DOK 2) (speak, write)<br><br>Gather (DOK 3) (synthesize) |
| --- | --- | --- | --- |

phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a word important to expression. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to expression. (DOK

3)

WRITING ASSESSED THROUGHOUT THE YEAR

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| 7.W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€"3 above.) | **I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3)<br><br>**I can brainstorm ways to develop a topic appropriate to audience. (DOK 1) **I can develop a first draft that is appropriate to audience. (DOK 2) | | Writing, development, organization, style, task, purpose, audience | Produce (DOK 3) | | | |

I can produce clear and coherent writing in which the development is appropriate to audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose. (DOK 1)

**I can use a graphic organizer appropriate to task and purpose. (DOK 2)

**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to task and purpose. (DOK 2)

I can produce clear and coherent writing in which the organization is appropriate to task and purpose. (DOK 3)

**I can list ideas or words appropriate to audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to audience. (DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a

variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

| 7.W.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. | I can develop and strengthen writing with some guidance and support from peers and adults by:<br>- planning (DOK 2)<br>- revising (DOK 3)<br>- editing (DOK 3)<br>- rewriting (DOK 3)<br>- trying a new approach (DOK 2)<br><br>**I can identify purpose. (DOK 1)<br>**I can write with purpose. (DOK 2)<br>I can focus on how well purpose has | Support from peers, support from adults, new approaches, purpose, audience | Develop (DOK 2)<br><br>Strengthen (DOK 3)<br><br>Planning (DOK 2)<br><br>Revising (DOK 3)<br><br>Editing (DOK 3)<br><br>Rewriting (DOK 3) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) | been addressed. (DOK 3)<br><br>**I can identify audience. (DOK 1)<br>**I can write with an audience in mind. (DOK 2)<br>I can focus on how well audience has been addressed. (DOK 3) | | Focus (self-assess) (DOK 3) |
| 7.W.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. | I can use technology to produce writing. (DOK 1)<br>I can use technology to publish writing. (DOK 1)<br><br>I can use the internet to produce writing. (DOK 1)<br>I can use the internet to publish writing. (DOK 1)<br><br>I can link to and cite sources in my writing. (DOK 1)<br><br>I can use technology | Technology, internet, writing, sources | Use<br><br>Produce<br><br>Publish<br><br>Link<br><br>Cite<br><br>Interact<br><br>Collaborate |

to interact with others. (DOK 2)
I can use technology to collaborate with others.  (DOK 2)

I can use the internet to interact with others. (DOK 2)
I can use the internet to collaborate with others. (DOK 2)

| | | | |
|---|---|---|---|
| 7.W.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **I can identify the steps to answer a research question. (DOK 1)<br>**I can outline and summarize a response to answer a research question. (DOK 2)<br>I can conduct a short research project to answer a question. (DOK 3)<br><br>** I can identify possible sources. (DOK 1) | Research project, question, sources, investigation | Conduct to answer (DOK 3)<br><br>Draw on (DOK 3)<br><br>Generate (DOK 3) |

** I can identify appropriate sources related to the question. (DOK 2)
** I can take notes, outline and/or summarize information related to the question from the sources. (DOK 2)
I can draw on several sources. (DOK 3)

** I can define what makes a research worthy question. (DOK 1)
** I can draft research worthy questions. (DOK 2)
I can generate additional related, focused questions for further research and investigation. (DOK 3)

| 7.W.9-Draw evidence from literary or | ** I can define evidence. (DOK 1)<br>** I can determine | Evidence, literary texts, informational texts, analysis, reflection, research | Draw to support (DOK 3) |
|---|---|---|---|

| | |
|---|---|
| informational texts to support analysis, reflection, and research. | what evidence from a literary or information text supports my analysis. (DOK 2) I can draw on evidence from literary or informational text to support analysis. (DOK 3)

** I can define reflection. (DOK 1) ** I can determine what evidence from a literary or information text supports my reflection. (DOK 2) I can draw on evidence from literary or informational text to support reflection. (DOK 3)

** I can define research. (DOK 1) ** I can determine what evidence from a literary or information text |

| | | | |
|---|---|---|---|
| | supports my research. (DOK 2) I can draw on evidence from literary or informational text to support research. (DOK 3) | | |
| 7.W.9b-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"). | I can apply grade 7 Reading standards to literary nonfiction. (DOK 3) | Reading standards, literary nonfiction | Apply (DOK 3) |
| 7.W.10-Write routinely over extended time frames (time for | I can write routinely over extended time frames for a range of discipline- | Time frames, discipline-specific tasks, purposes, audiences | Write (DOK 4) |

| 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. | specific tasks, purposes, and audiences. (DOK 4) I can write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (DOK 3) |
|---|---|

How do authors develop and support ideas to sway our opinions? ~ TRIMESTER THREE - ASSESSED IN JUNE

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| 7.RI.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. | **I can define author's point of view. (DOK 1) **I can define author's purpose. (DOK 1) I can determine an author's point of view or purpose in a text.(DOK 2) **I can identify differing position | | Author's point of view Author's purpose Author's position | Determine (DOK 2) (recognize) Analyze (DOK 2) (compare and contrast) | | | |

within a text. (DOK 1)

I can analyze how the author position differs from that of others.(DOK 2) (AZ)

| 7.RI.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. | I can define an argument. (DOK 1) I can define a claim. (DOK 1) I can trace an argument in a text. (DOK 2) I can trace specific claims in a text. (DOK 2) I can evaluate an argument in a text. (DOK 3) I can evaluate a specific claim in a text. (DOK 3) I can assess whether the reasoning is sound. (DOK 3) I can assess whether the evidence is relevant and | Argument (position) Claim (perceived result) Reasoning (logical thought) Evidence (proof) Claim | Trace (DOK 2) (locate specific claims) Evaluate (DOK 3) (explain) Assessing (DOK 3) (supported judgement) |

| | | | |
|---|---|---|---|
| | sufficient to support the claims. (DOK 3) | | |
| 7.RI.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. | **I can identify the evidence presented by an author.(DOK 1)<br><br>**I can analyze the evidence presented by an author.(DOK2)<br><br>I can analyze the differences in evidence presented by two or more author's writing about the same topic.(DOK 3)<br><br>I can analyze how the authors emphasized different evidence.(DOK 3)<br><br>I can analyze how the authors advanced different interpretations of facts.(DOK 3) | Topic<br><br>Presentation<br><br>Evidence<br><br>Interpretations<br><br>Facts | Analyze (DOK 3) (compare and contrast) |

| 7.RL.6-Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | **I can define the types of point of view. (DOK 1)<br><br>I can recognize and explain the various points of view of characters or narrators in a literary text. (DOK 2)<br><br>I can analyze how their perspectives differ from one another throughout the text. (DOK 3) (AZ) | Point of view (first-person, second-person, third-person: limited, omniscient) | Analyze (DOK 3) (recognize and explain) |

Speaking and Listening ~ TRIMESTER THREE- ASSESSED IN JUNE

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| 7.SL.3- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance | I can delineate a speaker's argument. (DOK 2)<br><br>I can delineate a speaker's specific claims. (DOK 2)<br><br>I can evaluate the | | Argument<br><br>Claim<br><br>Reasons<br><br>Evidence | Delineate (DOK 2) (identify)<br><br>Evaluate (DOK 3) (judge) | | | |

and sufficiency of the evidence. soundness of the reasoning. (DOK 3)

I can evaluate the relevance and sufficiency of the evidence. (DOK 3)

I can identify when irrelevant evidence is introduced.(DOK 2)

| 7.SL.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. | I can present claims and findings.(DOK 3)<br><br>I can emphasize salient points in a focused, coherent manner with pertinent descriptions.(DOK 3)<br><br>I can emphasize salient points in a focused, coherent manner with pertinent facts.(DOK 3) | Claims<br><br>Findings<br><br>Salient points<br><br>Pertinent descriptions, facts, details, and examples<br><br>Eye contact<br><br>Volume<br><br>Pronunciation | Present (DOK 3) (reason, plan, communicate)<br><br>Use (DOK 2) |
|---|---|---|---|

I can emphasize salient points in a focused, coherent manner with pertinent details.(DOK 3)

I can emphasize salient points in a focused, coherent manner with pertinent examples.(DOK 3)

I can use appropriate eye contact.(DOK 2)

I can use adequate volume.(DOK 2)

I can use clear pronunciation.(DOK 2)

Language Usage ~ TRIMESTER THREE - ASSESSED IN JUNE

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| 7.L.5- Demonstrate | ** I can identify figurative language. | | Figurative language | Demonstrate (DOK 2) | | | |

| | | | | |
|---|---|---|---|---|
| understanding of figurative language, word relationships, and nuances in word meanings. | (DOK 1)<br><br>I can demonstrate understanding of figurative language. (DOK 2)<br><br>**I can identify word relationships. (DOK 1)<br><br>I can demonstrate understanding of word relationships. (DOK 2)<br><br>**I can define nuance. (DOK 1)<br><br>I can demonstrate understanding of nuances in word meanings. (DOK 2) | Word Relationships<br><br>Nuances | (show) | |
| 7.L.5a-Interpret figures of speech (e.g., literary, biblical, and mythological | ** I can identify figures of speech. (DOK 1)<br><br>** I can identify literary allusions. | Figures of speech<br><br>Literary<br><br>Biblical | Interpret (DOK 3) (judge) | Literary<br><br>Biblical<br><br>Mythological |

| | | | | |
|---|---|---|---|---|
| allusions) in context. | (DOK 1)<br><br>** I can identify biblical allusions. (DOK 1)<br><br>** I can identify mythological allusions. (DOK 1)<br><br>I can interpret figures of speech in context. (DOK 3) | Mythology | | |
| 7.L.5c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | **I can define the term connotations. (DOK1)<br><br>**I can define the term denotations. (DOK 1)<br><br>I can distinguish the difference between the connotations (associations) of words that have similar denotations (definitions). (DOK 2) | Connotations<br><br>Denotations | Distinguish (DOK 2) (identify differences) | Refined<br><br>Respectful<br><br>Polite<br><br>Diplomatic<br><br>Condescending |

Writing ~ TRIMESTER THREE- ASSESSED IN JUNE

| Standards | Enduring Understandings (Learning Targets) | Assessment | Content | Skills | Examples | Lessons | Resources |
|---|---|---|---|---|---|---|---|
| 7.W.1-Write arguments to support claims with clear reasons and relevant evidence. | ** I can list or brainstorm basic ideas about a topic. (DOK 1)<br><br>** I can draft notes, outlines or simple summaries to connect ideas. (DOK 2)<br><br>** I can write arguments to support my claim. (DOK 3)<br><br>I can write arguments using clear reasons and relevant evidence to support my claim. (DOK 4) | | Arguments, claims, reasons, evidence | Write to support (DOK 4) | | | |
| 7.W.1a- Introduce claim(s), acknowledge alternate or | I can introduce claims. (DOK 2)<br><br>I can acknowledge alternate | | Claim, reasons, evidence | Introduce (state)<br><br>Acknowledge | | | |

| | | | |
|---|---|---|---|
| opposing claims, and organize the reasons and evidence logically. | claims. (DOK 3)<br><br>I can acknowledge opposing claims. (DOK 3)<br><br>I can organize reasons logically. (DOK 2)<br><br>I can organize evidence logically. (DOK 2) | | (identify)<br><br>Organize (structure) |
| 7.W.1b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | I can support claims with logical reasoning. (DOK 3)<br><br>I can support claims with relevant evidence. (DOK 3)<br><br>I can identify accurate and credible sources. (DOK 1)<br><br>I can select accurate and credible sources. (DOK 2)<br><br>I can use accurate | Claims, reasoning, evidence, sources, understanding of topic, understanding of text | Support (justify)<br><br>Use (select)<br><br>Demonstrate (show) |

and credible
sources.  (DOK 3)

I can demonstrate
understanding of a
topic. (DOK 2)

I can demonstrate
understanding of a
text.  (DOK 2)

| | | | |
|---|---|---|---|
| 7.W.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | I can use words, phrases and clauses to create cohesion in my writing.  (DOK 3)<br><br>I can use words, phrase and clauses to clarify the relationship among claims.  (DOK 3)<br><br>I can use words, phrase and clauses to clarify the relationship among reasons.  (DOK 3)<br><br>I can use words, phrase and clauses to clarify the | Words, phrases, clauses, cohesion, relationships, claims, reasons, evidence | Use<br><br>Create (organize)<br><br>Clarify (make clear) |

| | | | |
|---|---|---|---|
| | relationship among evidence. (DOK 3) | | |
| 7.W.1d-Establish and maintain a formal style. | I can establish formal style. (DOK 3)<br><br>I can maintain formal style. (DOK 3) | Formal style | Establish<br><br>Maintain |
| 7.W.1e-Provide a concluding statement or section that follows from and supports the argument presented. | I can provide a concluding statement or section. (DOK 2)<br><br>I can provide a concluding statement or section that follows from the argument presented. (DOK 3)<br><br>I can provide a concluding statement or section that supports the argument presented. (DOK 3) | Concluding statement, concluding section, argument | Provide |

| 7.W.8-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. | ** I can find multiple print sources. (DOK 1) <br> ** I can determine if the print source is relevant. (DOK 2) <br> I can gather relevant information from multiple print sources. (DOK 2) <br><br> ** I can find multiple digital sources. (DOK 1) <br> ** I can determine if the digital source is relevant. (DOK 2) <br> I can gather relevant information from multiple digital sources. (DOK 2) <br><br> **I can brainstorm a list of possible search terms. (DOK 1) <br> ** I can define "search term." (DOK 1) <br> ** I can use search qualifiers. (DOK 2) <br> I can use search terms effectively. | Information, print sources, digital sources, search terms, credibility, accuracy, source, data, conclusions (a judgement or decision reached by reasoning), plagiarism, citation | Gather (DOK 2) <br><br> Use (DOK 2) <br><br> Assess (DOK 3) <br><br> Quote (DOK 2) <br><br> Paraphrase (DOK 2) <br><br> Avoid (DOK 1) <br><br> Follow (DOK 1) | Click here for search qualifie <br><br> www.ou.edu/v |

(DOK 2)

** I can define a
what makes a source
credible. (DOK 1)
** I can compare
the source to the
criteria of a credible
source. (DOK 2)
I can assess the
credibility of each
source. (DOK 3)

** I can define what
makes a source
accurate. (DOK 1)
I can assess the
accuracy of each
source. (DOK 2)

** I can define how
to quote from a
source. (DOK 1)
** I can define how
to paraphrase from a
source. (DOK 1)
** I can define the
term data. (DOK 1)
I can quote or
paraphrase the data
of others. (DOK 2)

** I can define the

term conclusion.
(DOK 1)
**I can determine
when someone is
drawing a
conclusion (DOK 2)
I can quote or
paraphrase the
conclusions of
others. (DOK 2)

I can avoid
plagiarism by
following a standard
format for citation.
(DOK 1)