



7-Writing

Standards

W.7.1; W.7.2; W.7.3; W.7.4;
W.7.5; W.7.6; W.7.7; W.7.8;
W.7.9; W.7.10; W.7.11; W.7.12

Resources

NoRedInk, StudySync
iXL

Competencies

- A successful student can interpret an author's purpose and intent in complex text.
- A successful student can adapt speech and writing to enhance or refine a message.
- A successful student can produce a well-developed argument.
- A successful student can analyze sources for credibility and relevance.

I can

- I can select a topic and identify and gather relevant information to share with my audience.
- I can create a description of a place using precise language.
- I can recognize and select appropriate transitions to create cohesion and clarify relationships.
- I can write sentences, paragraphs, essays, etc., using conventions appropriately.
- I can include multimedia displays in my presentation for emphasis.
- I can identify and use various parts of speech in my writing.
- I can use a variety of techniques to engage the reader, establish context, point of view, dialogue, pacing, and description of events and characters in my writing.
- I can gather information, determine the credibility of sources, paraphrase and cite sources.
- I can determine relevant and irrelevant information from sources for my writing.
- I can conduct steps for research to answer a question, and present the information in a formal style with an introduction, supporting details and transitions, and conclusion.
- I can develop conclusions that reflect on my writing.
- I can demonstrate understanding of figurative language and use figurative language in my writing.
- I can identify and apply phrases, clauses, and language conventions when writing.
- I can identify and determine when to implement different types of sentences.



7-Writing

I can

- I can implement conventions correctly in sentences.
- I can select a side of an argument, and support my argument with textual evidence from credible sources
- I can produce a writing piece that is clear and coherent with idea development; organization; and style appropriate to task, purpose, and audience.

Vocab

Content: noun, proper noun, common noun, concrete noun, abstract noun, vocabulary Frayer, concept map, synonym, antonym narrative, plot, events, voice, first person, second person, third person, point of view, exposition, climax, transition, rising action, resolution, flashback, foreshadowing, conflict, characterization, falling action, verb, action verb, linking verb, state of being verb, subject, predicate, transition action, audience, character, conclusion, description, detail, dialogue, elaboration/elaborate, event, introduction, narrative, narrator, plot, point of view (including first person and third person), purpose, sensory, setting, style, transitional words, adjective, adverb, phrase, independent clause, dependent clause, clause, preposition, prepositional phrase, claim, thesis, argument, counter argument, counter claim, credible, evidence, introduction, body, supporting evidence, perspective, position, source, hook, attention grabber, biased, unbiased, topic sentence, clincher sentence, simple, compound, complex, comma, appositive, introductory phrase, non-essential element, coordinate adjective, dialogue, quotation mark, rhyme, meter, stanza, figurative language, sensory language, simile, metaphor, onomatopoeia, alliteration, consonance, assonance, voice, poetry types: Haiku, Tanka, Acrostic, Diamante, Cinquain, Clarihew, Limerick

Academic: define, list, illustrate, identify, organize, distinguish, compare, separate, assess revise, label, match, recall, arrange, infer, organize, apply, construct, connect, write, edit, develop, draft, claim, defend, summarize, categorize, classify, interpret, extend, relate, differentiate, link



7-Speaking and Listening

Standards

SL.7.1; SL.7.2; SL.7.3; SL.7.4;
SL.7.5; SL.7.6; SL.7.7; SL.7.8;

Resources

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Competencies

- A successful student can adapt speech and writing to enhance or refine a message.
- A successful student can interpret, acquire, and use words precisely.
- A successful student can produce a well-developed argument.

I can

- I can select a topic, identify and gather relevant information to share with my audience.
 - I can read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression.
- I can present my writing to a group using appropriate eye contact, volume, and clear pronunciation.
- I can include multimedia displays in my presentation for emphasis.

Vocab

Content: introduction, conclusion, argument, counter argument, perspective, evidence, source, paraphrase,

Academic: connect, name, summarize, differentiate, identify, compare, describe, explain, interpret



7-Literature

Standards

RL.7.1; RL.7.2; RL.7.3; RL.7.4;
RL.7.5; RL.7.6; RL.7.7; RL.7.8;
RL.7.9; RL.7.10; RL.7.11; RL.7.12;
RL.7.13

Resources

NoRedInk, StudySync
iXL

Competencies

- A successful student can interpret an author's purpose and intent in complex text.
- A successful student can interpret, acquire, and use words precisely.
- A successful student can analyze sources for credibility and relevance.

I can

- I can identify elements and the structure of different types of text, including stories, poems, and speeches.
- I can cite evidence and make inferences to support analysis.
- I can determine the meaning of words and phrases in a text.
- I can compare and contrast different types of text.
- I can identify the theme, irony, and symbolism of a text.
- I can collaborate with others to evaluate a text.
- I can define characterization methods and traits.
- I can identify how a main character changes throughout a story and how it impacts the plot.
- I can analyze how a setting of a story impacts the plot and characters.
- I can analyze and compare the character traits of two characters.
- I can identify and analyze figurative language.
- I can identify the point of view in a text and explain how these choices can affect a story.
- I can analyze the word choice an author uses in text.
- I can analyze the effects of rhyme and other sounds in a poem.



7-Literature

I can

- I can identify figurative language and how it affects the imagery of a story or poem.
- I can interpret text in order to make inferences regarding an essential question.
- I can analyze and critique a peer's text analysis.
- I can analyze the elements of plot as they relate to the meaning of a text.
- I can demonstrate understanding of the difference between utopian and dystopian societies.
- I can make connections between my own life and the cultural norms of society.
- I can demonstrate understanding of the difference between connotation and denotation.
- I can develop a claim from the text, defend it with logical reasoning, and cite textual evidence to support the claim.

Vocab

Content: conviction, unison, rouge, assail, primitive, agony, ambition, constant, contend, monotonous, abide, jubilant, tangible, anthropomorphism, crude, prospectors, subsequent, derelict, ghastly, heed, utopia, dystopia, disillusionment, perfunctory, paraphernalia, ritual, legate, ruddy, endeavor, fervor, predicament, opulence, credulity, scrutinize, bereft, repress, creditor, amends, dispel, loiter, blithe, malady, apartheid, resiliency, bludgeoning, loom, adversity, transcend, fallow, oppressor, pummel, lethal, immigrant, harmony, merchandise, prodded, nonchalantly, contemptuously, ruefully, premonition, indignant, moral, hue, subsides

Academic: cite evidence, define, draw conclusions, infer, predict, recognize, analyze, annotate, compare, contract, discuss, reflect, explain, interpret, summarize



7-Informational

Standards

RI.7.1; RI.7.2; RI.7.3; RI.7.4;
RI.7.5; RI.7.6; RI.7.7; RI.7.8;
RI.7.9; RI.7.10; RI.7.11; RI.7.12;
RI.7.13

Resources

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Competencies

- A successful student can interpret an author's purpose and intent in complex text.
- A successful student can interpret, acquire, and use words precisely.
- A successful student can produce a well-developed argument.
- A successful student can analyze sources for credibility and relevance.

I can

- I can identify key elements in a text that describe or explain important ideas, events, or individuals - including text features and text structure.
- I can determine how interactions with ideas and events play a part in shaping people's thoughts and actions.
- I can compare and contrast historical accounts to analyze accuracy of an event.
- I can identify author's point of view and analyze how it impacts the text.
- I can cite evidence to support the analysis of what the text explicitly says, as well as inferences drawn from the text.
- I can identify the main idea and find details to support it.
- I can summarize the speech.
- I can compare and contrast the themes in speeches given by the same person.
- I can identify rhetoric used in the speech.
- I can research information and share it with classmates.
- I can identify author's purpose and point of view.
- I can make connections to self, history, or other texts.
- I can identify the central idea of a text.
- I can compare and contrast historical events with present day.



7-Informational

I can

- I can identify and analyze the use of figurative language.
- I can demonstrate understanding of the difference between connotation and denotation.
- I can identify the characteristics of an elegy.
- I can identify the theme of the elegy.
- I can explain the causes and effects of the events and how they affected the outcome and invoked change in our society.
- I can synthesize informational text to create a podcast that examines the life and successes of an activist.
- I can listen and summarize the life of an activist.
- I can compare and contrast the methods and successes of two activists.
- I can choose a side of the argument and identify reasons that support my choice.

Vocab

Content: crude, grub, stake, prospectors, subsequent, tenderfoot, base, development, process, trek, vacillating, civil rights, bludgeoning, straight, fell, shade, loom, adversity, coalition, constraint, negotiate, transcend, unprecedented, arrogant, fallow, oppressor, parched, proposition, commemorate, galvanize, garment, hawk, persecution, pummel, scathing, tentement, lethal, tragedy, immigrant, sweatshop, industry, garment, activist, desolate, divine, imminent, enshrine, perilous, illumine, keepers, slappers, soilers, harmony, hushers, podcast

Academic: cite evidence, define, draw conclusions, infer, predict, recognize, analyze, annotate, compare, contract, discuss, reflect, explain, interpret, summarize