



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

Language Arts 7

STRAND	READING FOR LITERATURE (RL.7)	Report Card Language
POWER OBJECTIVE #1	Read and comprehend complex literary texts independently and proficiently. (RL.7.1-7, 9-10) (L.7.3, 6)	Read and comprehend complex literary texts independently and proficiently.
SUPPORTING INDICATORS	Key Ideas and Details	
	<i>RL.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>	
	<i>RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.</i>	
	<i>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</i>	
	Craft and Structure	
	<i>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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>	
	<i>RL.7.5 Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning.</i>	
	<i>RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters of narrators in a text.</i>	
	Integration of Knowledge and Ideas	
	<i>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, stages, or multimedia version, analyzing the effects of techniques unique to each medium.</i>	
	<i>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</i>	
	Range of Reading and Level of Text Complexity	



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	<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p> <p>Knowledge of Language</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
STRAND	READING FOR INFORMATION (RI)	Report Card Language
POWER OBJECTIVE #2	Read and comprehend complex information texts independently and proficiently. (RI.7.1-10) (L.7.3, 6)	Read and comprehend complex information texts independently and proficiently.
SUPPORTING INDICATORS	<p>Key Ideas and Details</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text information in the text.</p> <p>Craft and Structure</p> <p>RI.7.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 7 topic or subject area.</p> <p>RI.7.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Integration of Knowledge and Ideas</p>	



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	RI.7.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
	RI.7.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	Range of Reading and Level of Text Complexity	
	RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	Knowledge of Language	
	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	Vocabulary Acquisition and Use	
	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
STRAND	WRITING (W.7)	Report Card Language
POWER OBJECTIVE #3	Write arguments to support claims with clear reasons and relevant evidence. (W.7.1, 4-10) (L.7.3, 6)	Write arguments.
SUPPORTING INDICATORS	W.7.1.a Establish a thesis statement to present an argument.	
	W.7.1.b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
	W.7.1.c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
	W.7.1.d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
	W.7.1.e Establish and maintain a formal style.	
	W.7.1.f Provide a concluding statement or section that follows from and supports the argument presented.	
	Research to Build Knowledge	
	W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	



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	W.7.8 <i>Gather relevant information from multiple print and digital sources, using search items effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusion or others, while avoiding plagiarism and following a standard format of citation</i>	
	W.7.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply grade 7 Reading standards to literature and grade 7 Reading standards to informational texts).</i>	
	Production and Distribution of Writing	
	W.7.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>	
	W.7.5 <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
	W.7.6 <i>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>	
	Range of Writing	
	W.7.10 <i>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 disciplines-specific tasks, purposes, and audiences.</i>	
	Knowledge of Language	
	L.7.3 <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i> <i>a. Choose language that expresses ideas precisely and concisely.</i> <i>b. Recognize and eliminate wordiness and redundancy.</i>	
POWER OBJECTIVE #4	Vocabulary Acquisition and Use	
	L.7.6 <i>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>	
	Write informative/explanatory text to examine a topic and convey ideas and information clearly. (W.7.2, 4-9) (L.7.3, 6)	Write informative/explanatory texts.
SUPPORTING INDICATORS	W.7.2.a <i>Establish a thesis statement to present information.</i> <i>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting and multimedia to aid comprehension, if needed.</i> <i>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i>	



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- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- f. Establish and maintain a formal style.*
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.*

Research to Build Knowledge

W.7.7 *Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.*

W.7.8 *Gather relevant information from multiple print and digital sources, using search items 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.*

W.7.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply grade 7 Reading standards to literature and grade 7 Reading standards to informational texts).*

Production and Distribution of Writing

W.7.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

W.7.5 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

W.7.6 *Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.*

Range of Writing

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

Knowledge of Language

L.7.3 *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

a. Choose language that expresses ideas precisely and concisely.

b. Recognize and eliminate wordiness and redundancy.

Vocabulary Acquisition and Use

L.7.6 *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*



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POWER OBJECTIVE #5	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (W.7.3-10) (L.7.3, 6)	Write narratives.
SUPPORTING INDICATORS	W.7.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
	W.7.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.	
	W.7.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
	W.7.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	
	W.7.3.e Provide a conclusion that follows from the narrated experiences or events.	
	Research to Build Knowledge	
	W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
	W.7.8 Gather relevant information from multiple print and digital sources, using search items 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.	
	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply grade 7 Reading standards to literature and grade 7 Reading standards to informational texts).	
	Production and Distribution of Writing	
	W.7.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
	W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	W.7.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills to type a minimum of two pages in a single setting.	
	Range of Writing	
	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplines-specific tasks, purposes, and audiences.	
	Knowledge of Language	



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	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely.</p> <p>b. Recognize and eliminate wordiness and redundancy.</p> <p>Vocabulary Acquisition and Use</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
STRAND	SPEAKING AND LISTENING (SL.7)	Report Card Language
POWER OBJECTIVE #6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. (SL.7.1-6) (L.7.3, 6)	Engage effectively in a range of collaborative discussions.
SUPPORTING INDICATORS	<p>Comprehension and Collaboration</p> <p>SL.7.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.7.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.7.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.7.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.7.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.7.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.7.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	



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	<p>SL.7.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i></p> <p>Knowledge of Language</p> <p>L.7.3 <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p>a. <i>Choose language that expresses ideas precisely and concisely.</i></p> <p>b. <i>Recognize and eliminate wordiness and redundancy.</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.7.6 <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</i></p>	
STRAND	LANGUAGE	Report Card Language
POWER OBJECTIVE #7	Demonstrate command of the conventions of standard English when writing and/or speaking. (L.7.1-3)	Demonstrate command of the conventions of standard English when writing and/or speaking.
SUPPORTING INDICATORS	<p>Conventions of Standard English</p> <p>L.7.1.a <i>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p>b. <i>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</i></p> <p>c. <i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</i></p> <p>L.7.2.a <i>Use a comma to separate coordinate adjectives.</i></p> <p>b. <i>Spell correctly</i></p> <p>L.7.3 <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p>a. <i>Choose language that expresses ideas precisely and concisely.</i></p> <p>b. <i>Recognize and eliminate wordiness and redundancy.</i></p>	
POWER OBJECTIVE #8	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (L.7.4-5)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.



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	Vocabulary Acquisition and Use
SUPPORTING INDICATORS	<p>L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning or part of speech.</p>
	<p>L.7.5.a Interpret figures of speech in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>