

*Please note that all standards can be referenced at: Common Core State Standards.

7th Grade Literature **Trimester 3** Trimester 1 **Trimester 2** Courage: Taking a Stance Truth Rules and Choices The Power to Overcome Unit 2 Unit 3 Unit 1 Unit 4 Unit 5 Unit 6 The Lost Children Of The Giver A Christmas Carol Life As We Knew It Overcoming Fear Trouble Don't Last Sudan **Priority Standards: Priority Standards: Priority Standards: Priority Standards: Priority Standards: Priority Standards:** RI 7.1; RI 7.2; RI 7.4: RL 7.1; RL 7.2; RL RL 7.1; RL 7.2; RL RI 7.1; RI 7.2; RI 7.4: RI 7.1; RI 7.2; RI 7.4; RL 7.1; RL 7.2; RL RI 7.6: RI 7.8 7.3: RL 7.4 7.3: RL 7.4 RI 7.6: RI 7.8 RI 7.6: RI 7.8 7.3: RL 7.4 The Students Will Be Able To: Able To: Able To: Able To: Able To: Able To: ☐ I can cite several □ I can cite several □ I can cite several I can cite I can cite ☐ I can cite several pieces of textual pieces of textual pieces of textual several pieces of several pieces of pieces of textual evidence to evidence to evidence to textual evidence textual evidence evidence to support analysis support analysis support analysis to support to support support analysis of what the text of what the text analysis of what analysis of what of what the text of what the text says explicitly as says explicitly as says explicitly as the text says the text says says explicitly as well as well as inferences well as inferences explicitly as well explicitly as well well as inferences inferences drawn from the drawn from the as inferences as inferences drawn from the drawn from the text. drawn from the drawn from the text. text. text. □ I can determine ☐ I can determine text. text. I can determine ☐ I can determine I can I can a theme or a theme or a theme or two or more determine two or determine two or central idea of a central idea of a central idea of a central ideas in more central more central text and analyze text and analyze text and analyze a text and ideas in a text ideas in a text its development its development its development



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| of the text; | objective | objective | text; provide an | text; provide an | objective |
| provide an | summary of the | summary of the | objective | objective | summary of the |
| objective | text | text | summary of the | summary of the | text |
| summary of the | I can analyze | I can analyze | text. | text. | I can analyze |
| text. | how particular | how particular | ☐ I can | ☐ I can | how particular |
| ☐ I can determine | elements of a | elements of a | determine the | determine the | elements of a |
| the meaning of | story or drama | story or drama | meaning of words | meaning of words | story or drama |
| words and | interact (e.g., how | interact (e.g., how | and phrases as | and phrases as | interact (e.g., how |
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| are used in a text, | the characters or | the characters or | text, including | text, including | the characters or |
| including | plot). | plot). | figurative, | figurative, | plot). |
| figurative, | ☐ I can determine | ☐ I can determine | connotative, and | connotative, and | ☐ I can determine |
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| technical | words and | words and | meanings; | meanings; | words and |
| meanings; | phrases as they | phrases as they | analyze the | analyze the | phrases as they |
| analyze the | are used in a text. | are used in a text. | impact of a | impact of a | are used in a text. |
| impact of a | including | including | specific word | specific word | including |
| specific word | figurative and | figurative and | choice on | choice on | figurative and |
| choice on | connotative | connotative | meaning and | meaning and | connotative |
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| ☐ I can determine | impact of rhymes | impact of rhymes | determine an | determine an | impact of rhymes |
| an author's point | and other | and other | author's point of | author's point of | and other |
| of view or | repetitions of | repetitions of | view or purpose | view or purpose | repetitions of |
| purpose in a text | sounds (e.g., | sounds (e.g., | in a text and | in a text and | sounds (e.g., |
| and analyze how | alliteration) on a | alliteration) on a | analyze how the author | analyze how the author | alliteration) on a |
| the author distinguishes | specific verse or | specific verse or | distinguishes | distinguishes | specific verse or |
| his or her | stanza of a poem | stanza of a poem | his or her | his or her | stanza of a poem |
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| that of others. I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound/logical and the evidence is relevant and sufficient to support the claims. | or section of a story or drama | or section of a story or drama | that of others. I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound/logical and the evidence is relevant and sufficient to support the claims. | that of others. I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound/logical and the evidence is relevant and sufficient to support the claims. | or section of a story or drama | |
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| | Language Arts | | | | | |
| Unit 1 Argument | Unit 2 Narrative | Unit 3 Narrative | Unit 4 Informational | Unit 5 Argument | Unit 6 Informational | |
| Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | |
| 7th Grade Accelerated | | | | | | |
| Accelerated Literature | | | | | | |
| Trimester 1 Courage: Taking a Stance | | | ster 2 and Choices | Trimester 3 The Power to Overcome | | |
| Unit 1 Debate Over School Start Time | Unit 2 Courageous Choices | Unit 3 Food Choices-Omnivore's Dilemma | Unit 4 Folklore in Latin America: Summer of the Mariposas | Unit 5 Conformity | Unit 6 Civil War | |
| Priority Standards: | Priority Standards: | Priority Standards: | Priority Standards: | Priority Standards: | Priority Standards: | |



| RI 8.1; RI 8.4; RI 8.4; | RL 8.1; RL 8.2; RL | RI 8.1; RI 8.4; RI 8.4; | RL 8.1; RL 8.2; RL | RI 8.1; RI 8.4; RI 8.4; | RL 8.1; RL 8.2; RL |
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| RI 8.6; RI 8.8 | 8.3; RL 8.4 | RI 8.6; RI 8.8 | 8.3; RL 8.4 | RI 8.6; RI 8.8 | 8.3; RL 8.4 |
| The Students Will Be | The Students Will Be | The Students Will Be | The Students Will Be | The Students Will Be | The Students Will Be |
| Able To: | Able To: | Able To: | Able To: | Able To: | Able To: |
| ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ☐ I can determine the meaning of words and | ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ☐ I can analyze how particular | ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ☐ I can determine the meaning of words and | ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ☐ I can analyze how particular | ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ☐ I can determine the meaning of words and | ☐ I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ☐ I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ☐ I can analyze how particular |
| phrases as they | lines of dialogue | phrases as they | lines of dialogue | phrases as they | lines of dialogue |
| are used in a | or incidents in a | are used in a | or incidents in a | are used in a | or incidents in a |
| text, including | story or drama | text, including | story or drama | text, including | story or drama |



| figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when | propel the action, reveal aspects of a character, or provoke a decision. I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when | propel the action, reveal aspects of a character, or provoke a decision. I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when | propel the action, reveal aspects of a character, or provoke a decision. I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
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| irrelevant evidence is introduced. | | irrelevant evidence is introduced. | | irrelevant evidence is introduced. | | |
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| Accelerated Language Arts | | | | | | |
| Unit 1 Informational | Unit 2 Narrative | Unit 3 Argument | Unit 4 Narrative | Unit 5 Informational | Unit 6 Informational | |
| Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | Proficiency Scale | |