Course Guide to Essential Outcomes
Middle School: Grade 7 ELA

Adopted Course Primary Resource	Supplementary Resources
● Study-Sync (McGraw-Hill)	● Novel Units ● No Red Ink ● Patterns of Power

Strand	#	Standard: **(Essential Standards in Red)**
R.L	1	CC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.L	2	CC.7.R.L.2 Key Ideas and Details: 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.
R.L	3	CC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
R.L	4	CC.7.R.L.4 Craft and Structure: 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.
R.L	5	CC.7.R.L.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
R.L	6	CC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
R.L	7	CC.7.R.L.7 Integration of Knowledge and Ideas: Compare and contrast a 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).
R.L	9	CC.7.R.L.9 Integration of Knowledge and Ideas: 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.
R.L	10	CC.7.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
R.I	1	CC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.I	2	CC.7.R.I.2 Key Ideas and Details: 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.
R.I	3	CC.7.R.I.3 Key Ideas and Details: 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).
R.I	4	CC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
R.I	5	CC.7.R.I.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
R.I	6	CC.7.R.I.6 Craft and Structure: 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.

R.I	7	CC.7.R.I.7 Integration of Knowledge and Ideas: 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).
R.I	8	CC.7.R.I.8 Integration of Knowledge and Ideas: 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.
R.I	9	CC.7.R.I.9 Integration of Knowledge and Ideas: 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.
R.I	10	CC.7.R.I.10 Range of Reading and Level of Text Complexity: 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.
W	1	CC.7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	1.a	CC.7.W.1.a Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W	1.b	CC.7.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W	1.c	CC.7.W.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W	1.d	CC.7.W.1.d Text Types and Purposes: Establish and maintain a formal style.
W	1.e	CC.7.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	2	CC.7.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.a	CC.7.W.2.a Text Types and Purposes: 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; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	2.b	CC.7.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W	2.c	CC.7.W.2.c Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W	2.d	CC.7.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	2.e	CC.7.W.2.e Text Types and Purposes: Establish and maintain a formal style.
W	2.f	CC.7.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.
W	3	CC.7.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	3.a	CC.7.W.3.a Text Types and Purposes: 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.
W	3.b	CC.7.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W	3.c	CC.7.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W	3.d	CC.7.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W	3.e	CC.7.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
W	4	CC.7.W.4 Production and Distribution of Writing: 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 1–3 above.)
W	5	CC.7.W.5 Production and Distribution of Writing: 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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
W	6	CC.7.W.6 Production and Distribution of Writing: 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.
W	7	CC.7.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W	8	CC.7.W.8 Research to Build and Present Knowledge: 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.
W	9	CC.7.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	9.a	CC.7.W.9.a Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., "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").
W	9.b	CC.7.W.9.b Research to Build and Present Knowledge: 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").
W	10	CC.7.W.10 Range of Writing: 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.
SL	1	CC.7.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL	1.a	CC.7.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL	1.b	CC.7.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL	1.c	CC.7.SL.1.c Comprehension and Collaboration: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL	1.d	CC.7.SL.1.d Comprehension and Collaboration: Acknowledge new information expressed by others and, when warranted, modify their own views.
SL	2	CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL	3	CC.7.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL	4	CC.7.SL.4 Presentation of Knowledge and Ideas: 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.

SL	5	CC.7.SL.6 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL	6	CC.7.SL.6 Presentation of Knowledge and Ideas: 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 53 for specific expectations.)
L	1	CC.7.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	1.a	CC.7.L.1.a Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.
L	1.b	CC.7.L.1.b Conventions of Standard English: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L	1.c	CC.7.L.1.c Conventions of Standard English: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L	2	CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	2.a	CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L	2.b	CC.7.L.2.b Conventions of Standard English: Spell correctly.
L	3	CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	3.a	CC.7.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
L	4	CC.7.L.4 Vocabulary Acquisition and Use: 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	4.a	CC.7.L.4.a Vocabulary Acquisition and Use: 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.
L	4.b	CC.7.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L	4.c	CC.7.L.4.c Vocabulary Acquisition and Use: 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.
L	4.d	CC.7.L.4.d Vocabulary Acquisition and Use: 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).
L	5	CC.7.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L	5.a	CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L	5.b	CC.7.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L	5.c	CC.7.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L	6	CC.7.L.6 Vocabulary Acquisition and Use: 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.

Units of Study	Standards	Unit Learning Targets	Common Assessments & Pacing
Relationships, Routines & Procedures	School Behavior Matrix	Learning Targets as reflected in the BDMS Behavior Matrix	3 Days
Conventions & Grammar	English conventions and grammar are taught throughout the school year and infused in each unit of study following a grade level progression.		
UNIT 1 Chasing the Impossible (StudySync Thematic Unit #3)	Essential Standards: RI 1, 2, 4 W 1, 9 Conventions Plan through Patterns of Power: ● 5.2 The Compound Sentence and And ● 5.3 Compound Sentences ● 10.1 Serial Commas	Essential Question: What makes a dream worth pursuing? ● I can argue with a counterclaim and relevant evidence ● I can create clear reasons and relevant evidence to support my own argumentative claim ● I can connect reasons or evidence to support any argumentative claim ● I can find and determine claims, reasons, and evidence in an argumentative text ● I can define the words claim, reasons, and evidence as it relates to argumentative text. ● I can identify author's purpose and point of view of a text	Unit Skill Assessment Argumentative Speech 30 days
UNIT 2 Highs and Lows (StudySync Thematic Unit #2)	Essential Standards: RL 1, 2, 4, W 9 Conventions Plan through Patterns of Power: ● 10.4 Semicolons ● 10.5 Using Semicolons ● 10.12 Apostrophes	Essential Question: What do we learn about life from poetry? ● I can analyze poetic elements and structure across two poems in a literary analysis. ● I can contrast ideas across two poems in a literary analysis. ● I can summarize the main idea of a poem. ● I can explain figurative language elements' impact on the text. ● I can identify figurative language elements ● I can determine the connotation and denotation of words in context.	Unit Skill Assessment Literary Analysis (Poetry)
UNIT 3 Book Club (Novel Study/Book Club Unit)	Essential Standards: RL RI 1, 2, 4 Conventions Plan through Patterns of Power: ● 6.1 Introductory Subordinate Clauses ● 6.2 Subordinate Clause Closer ● Capitalizing & Formatting Titles (L.7.2) ○ *Part 1 & 2* ● MLA Citation 1 ○ *Introduction* ○ *Punctuating* ○ *Using*	Essential Question: How does a character's worldview impact your own? ● I can analyze text to text relationships such as ideas, characters, and inferences using supported evidence. ● I can create an analysis that draws inferences among characters, ideas, and self using supported evidence. ● I can explain the relationship between an idea and characters using supporting evidence. ● I can connect cited evidence to an inference about ideas or characters. ● I can cite text evidence. ● I can locate relevant explicit evidence from a text. Whole Class novel: *Seedfolks* by Paul Flieschman	Unit Skill Assessment Literary Analysis

	Semester I Ends		
UNIT 4 Moment of Truth (StudySync Thematic Unit 4)	Essential Standards: RI 1, 2, 4, 9 W 2	Essential Question: How do experts convey important information?	Unit Skill Assessment Informative Writing
	Conventions Plan through Patterns of Power: ● 7.2 Appositives ● 7.3 Comma Interrupters ● 7.7 Essential and Nonessential Clauses ● 7.8 Use of Essential and Nonessential Causes	● I can develop text to world connections in an organized informational piece. ● I can produce an organized informational piece with a central idea and supporting details and incorporate relevant media. ● I can create an organized informational text with a central idea and supporting details. ● I can identify and summarize the central idea. ● I can determine the connotation and denotation of words in context. ● I can find and utilize informational elements and structure.	
UNIT 5 Conflicts and Clashes: (StudySync Thematic Unit #1)	Essential Standards: RL 1, 2, 4 W 3, 9	Essential Question: How does conflict become critical to a story?	Unit Skill Assessment Narrative Writing 30 days
	Conventions Plan through Patterns of Power: ● 5.1 The Compound Sentence ● 7.5 Prepositional Phrases ● 10.11 Quotation Marks & DIalogue	● I can incorporate a theme in an organized narrative by using the writing process. ● I can create an organized narrative by using the writing process. ● I can identify the author's purpose and point of view of a text. ● I can find narrative elements and explain how they interact in a text. ● I can determine the connotation and denotation of words in context. ● I can use concise & precise language in complete sentences.	
UNIT 6 Book Club 2 (Novel Study/Book Club Unit)	Essential Standards: RL 1, 2, 5, 6 W 3	Essential Question: How do past experiences impact future choices?	Unit Skill Assessment Literary Analysis
	Conventions Plan through Patterns of Power: ● 13.1 Compound Complex Sentences ● 13.2 Coordinate Adjectives and Commas in a Series ● 6.6 More than AAAWWUBBIS	● I can analyze the theme development and the impact it has on character, settings, and plot. ● I can track the development of a theme using supported evidence. ● I can explain the relationship between a poetic element and a theme. ● I can connect cited evidence to an inference about a topic found in the text. ● I can cite text evidence correctly. ● I can locate relevant explicit evidence from text. ● I can objectively connect the relevant information to potential themes. ● I can objectively organize the relevant information into a summary. ● I can retell key details of the text with minimal subjectivity. ● I can recount some of the key details. ● Whole Class Text: House Arrest (Holt, K.A.)	

		● Book Club Selections	
		Semester II Ends	

Unit 3 Book Clubs:

Title	Author
The City of Ember	Jeanne DuPrau
Anybody Here Seen Frenchie?	Leslie Connor
War Stories	Gordon Korman
New Kid	Jerry Craft
Scar Island	Dan Gemeinhart
Barefoot Dreams of Petra Luna	Alda P Dobbs

Unit 6 Book Clubs:

Title	Author
All of Me	Chris Baron
Bronx Masquerade	Nikki Grimes
Long Way Down	Jason Reynolds
Brown Girl Dreaming	Jacqueline Woodson
Starfish	Lisa Fipps
Forget Me Not	Ellie Terry
Rhyme Schemer	KA Holt

Inside Out and Back Again	Thanhha Lai
The Crossover	Kwame Alexander