

Standard Division Document School Year 2017-2018

Course: English 7

The ELA Standard Division Documents for Middle School English Language Arts are designed to provide teachers with a framework of the Common Core State Standards, for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Focused standard instruction can be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that align and could be taught together (e.g., RL.6.1 and RI.6.1). These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward the effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. The District offers benchmarks at the beginning of the year, mid-year, end of the year, and each nine week period. **Standards are marked with BM when they are Benchmarked.** The SDD provides a guide for what standards will be included on the district assessments. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by the District or State Assessments. These school-based assessments may include Performance Tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the Standards (e.g., portfolios, research projects, products and presentations).

READING LITERATURE	1st Nine weeks	2nd Nine weeks	3rd Nine weeks	4th Nine weeks
RL. 7.1	Focused Instruction RL.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. BM	Developing →	Developing →	Developing/Mastery BM

Standard Division Document School Year 2017-2018
Course: English 7

RL.7.2	Focused Instruction R.L.7.2 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.	Developing → BM	Developing →	Developing/Mastery → BM
RL. 7.3	Focused Instruction R.L.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Developing → BM	Developing →	Developing/Mastery → BM
RL. 7.4	Focused Instruction R.L.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 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.	Developing → BM	Developing →	Developing/Mastery → BM
RL.7 .5		Focused Instruction R.L.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	Developing → BM	Developing/Mastery → BM
RL.7.6		Focused Instruction R.L.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Developing → BM	Benchmark/Mastery → BM
RL.7 .7	Focused Instruction	Developing	Developing	Developing/Mastery

Standard Division Document School Year 2017-2018
Course: English 7

	R.L.7.7 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).	→	→	→
RL. 7.8	N/A			
RL.7.9		Focused Instruction R.L.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.	Developing → BM	Developing/Mastery →
RL.7.10	Focused Instruction RL.10 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.	Developing →	Developing →	Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

READING INFORMA- TIONAL TEXTS	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RI.7.1	Focused Instruction 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. BM	Developing →	Developing →	Developing/Mastery → BM
RI.7.2		Focused Instruction RI.7.2 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. BM	Developing →	Developing/ Mastery → BM
RI.7.3		Focused Instruction RI.7.3 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). BM	Developing →	Mastery → BM
RI.7.4	.	Focused Instruction RI.7.4 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. BM	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

RI.7.5	Focused Instruction RI.7.5 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.	Developing → BM	Developing →	Developing/ Mastery → → BM
RI.7.6			Focused Instruction RI.7.6 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.	Developing/Mastery → BM
RI.7.7		Focused Instruction RI.7.7 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).	Developing →	Developing/ Mastery →
RI.7.8		Focused Instruction 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.	Developing → BM	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

RI.7.9				Focused Instruction/ Mastery RI.7.9 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.
RI.7.10	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

WRITING	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
W.7.1			<p>Focused Instruction W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d Establish and maintain a formal style.</p> <p>W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	Developing/Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

W.7.2		Focused Instruction W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and W.7.2a 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.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2e Establish and maintain a formal style. W.7.2f Provide a concluding	Developing →	Developing/Mastery →
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Standard Division Document School Year 2017-2018
Course: English 7

		statement or section that follows from and supports the information or explanation presented.		
W.7.3	<p>Focused Instruction</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3a 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.</p> <p>W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Developing</p> <p style="text-align: center;">→</p>	<p>Developing</p> <p style="text-align: center;">→</p>	<p>Developing/Mastery</p> <p style="text-align: center;">→</p>

Standard Division Document School Year 2017-2018
Course: English 7

W.7.4	Focused Instruction/Benchmark W.7.4 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 1–3 above.)	Developing →	Developing →	Developing/ Mastery →
W.7.5	Focused Instruction W.7.5 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 1–3 up to and including grade 7 here.)	Developing →	Developing →	Developing/ Mastery →
W.7.6	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

W.7.7		Focused Instruction 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.	Developing →	Developing/ Mastery →
W.7.8		Focused Instruction W.7.8 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.	Developing →	Developing/ Mastery →
W.7.9		Focus Instruction W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9a Apply grade 7 <i>Reading standards</i> 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.7.9b Apply grade 7 <i>Reading standards</i> to literary nonfiction	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

		(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.7.10	Focus Instruction 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 discipline-specific tasks, purposes, and audiences.	Developing →	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

SPEAKING AND LISTENING	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
SL. 7.1		<p>Focused Instruction</p> <p>SL.7.1 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.</p> <p>SL.7.1a 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.</p> <p>SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c 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.</p> <p>SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Developing</p> <p style="text-align: center;">→</p>	<p>Developing/ Mastery</p> <p style="text-align: center;">→</p>

Standard Division Document School Year 2017-2018
Course: English 7

SL. 7.2	Focused Instruction SL.7.2 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.	Developing →	Developing →	Developing/ Mastery →
SL. 7.3			Focused Instruction SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Developing/ Mastery →
SL.7.4		Focused Instruction SL.7.4 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.	Developing →	Developing/ Mastery →
SL. 7.5		Focused Instruction SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

SL. 7.6	Focused Instruction	Developing	Developing	Developing/ Mastery
	<p>SL.7.6 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 here for specific expectations.)</p>	→	→	→

Standard Division Document School Year 2017-2018
Course: English 7

LANGUAGE	1st Nine weeks	2nd Nine weeks	3rd Nine weeks	4th Nine weeks
L.7.1	<p>Focused Instruction</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Developing</p> <p>→</p> <p>Focused Instruction</p> <p>L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Developing</p> <p>→</p> <p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p> <p>Developing/ Mastery</p> <p>→</p>

Standard Division Document School Year 2017-2018
Course: English 7

L.7.2	Focused Instruction	Developing	Developing	Developing/ Mastery
	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>L.7.2b Spell correctly.</p>	→	→	→
L.7.3	<p>Focused Instruction</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	Developing	Developing	Developing/ Mastery

Standard Division Document School Year 2017-2018
Course: English 7

L.7.4	Focused Instruction	Developing	Developing	Developing/ Mastery
	<p>L.7.4 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.</p> <p>L.7.4a 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.</p> <p>L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4c 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.</p> <p>L.7.4d 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).</p>	→	→	→

Standard Division Document School Year 2017-2018
Course: English 7

	Focused Instruction L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Developing →	Developing →	Developing/ Mastery →
	Focused Instruction L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	Developing →	Developing →	Developing/ Mastery →
L.7.6	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

Standard Division Document School Year 2017-2018
Course: English 7

STANDARDS AT A GLANCE: English 7

Standards at a Glance: <i>Focused Instruction</i>				
Strand	1 st 9-Weeks	2 nd 9-Weeks	3 rd 9-Weeks	4 th 9 Weeks
Reading Literature	1, 2, 3, 4, 7, 10	5, 6, 9		
Reading Informational Text	1, 5 ,10	2, 3, 4, 7, 8	6	9
Writing	3, 4, 5, 6, 10	2, 7, 8, 9	1	
Speaking and Listening	2, 6	1, 4,5	3	
Language	1, 2, 3, 4, 5, 6	1, 5		

Standard Division Document School Year 2017-2018
Course: English 7

Standards At A Glance: Assessments (School-level assessments, Benchmarks and MSLs)				
Strand	1 st 9-weeks Beginning of Year Benchmark and Assessments	End of 2 nd 9-weeks Mid-year Benchmarks	3 rd 9-weeks	4 th 9-weeks End-of-Year Benchmarks and Assessments (MSLs)
Reading Literature	All (School-level pre-assessments) BM 1,3	1, 2 , 3, 4 (MYB) BM- 2,4	5, 6 , 7, 9 (On-going school-level assessment) BM- 5,6	1, 2 , 3 , 4 , 5, 6, 7, 9 (School Level, District, & State Assessments) BM- 1,2,3,4,6
Reading Informational Text	All (School-level pre-assessments) BM 1	1, 2 , 3 , 4 , 5 (MYB) BM- 2,3,4,5	7, 8 , 9 (On-going school-level assessment) BM- 8	1, 2 , 3 , 4, 5, 6, 7, 8, 9 (School-Level, District, & State Assessments) BM- 1,2,3,5,6
Writing	All (school-level pre-assessments)	3, 4, 6, 10 (On-going school-level assessment)	1, 2, 5, 7, 8 (On-going school-level assessment)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (School-Level Common Assessments)
Speaking and Listening	All (School-level pre-assessments)	1, 2, 6 (On-going school-level assessment)	3, 4, 5 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Common Assessments)
Language	All (School-level pre-assessments)	1, 2, 4, 5, 6 (On-going school-level assessment)	3, 4 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Level Common Assessments)