

(7th grade ELA) Curriculum Calendar 2022-2023

1st Nine Weeks

Dates	# of Days with Students	Objectives/"I Can" Statements	Standards	Academic Vocabulary
Week 2 (Aug. 8th-12th)	5	<p>"I Can" Statements:</p> <p>*I can analyze how an author develops and contrasts the points of view of different characters or narrators.</p> <p>*I can use context as a clue to the meaning of a word or a phrase and use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>*I can use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>Standards: <u>A Long Walk to Water</u></p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.</p> <p>7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <p>7.W.TTP.3 e,g Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective</p>	Vocabulary:

			techniques, relevant descriptive details, and well-structured event sequences.	
Week 3 (Aug. 15th-19th)	5	<p>"I Can" Statements:</p> <p>*I can analyze how an author develops and contrasts the points of view of different characters or narrators.</p> <p>*I can use context as a clue to the meaning of a word or a phrase and use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>*I can write a well-developed essay by planning, revising, editing, and rewriting with help from my peers and adults.</p> <p>*I can write a well-developed essay by planning, revising, editing, and rewriting with help from my peers and adults.</p>	<p>Standards: <u>A Long Walk to Water</u></p> <p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.</p> <p>7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <p>7.W.PDW.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.</p>	
Week 4 (Aug. 22nd-26th)	5	<p>*I can cite several pieces of text-based evidence to support an analysis of literary or informational text.</p>	<p>7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are</p>	

		<p>* I can determine two or more main ideas in a text and analyze how they are developed throughout the text; I can provide an objective summary of the text.</p>	<p>appropriate to task, purpose, and audience.</p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	
<p>Week 5 (Aug. 29- Sept. 2)</p>	<p>5</p>	<p>*I can cite several pieces of text-based evidence to support an analysis of literary or informational text.</p> <p>* I can determine two or more main ideas in a text and analyze how they are developed throughout the text; I can provide an objective summary of the text.</p> <p>*I can compare and contrast information from two or more authors.</p> <p>*I can produce a personal narrative with a logical beginning, middle, and end.</p>	<p>Standards: <u>A Long Walk to Water</u></p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the</p>	

		<p>*I can write using different sentence structures and phrases and clauses to make my writing more interesting.</p>	<p>same time, place, or character.</p> <p>7.W.PDW.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.) 7.W.PDW.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.</p> <p>7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p>	
<p>Week 6 (Sept. 6th-9th) 8th PTC 9th Staff Dev.</p>	<p>3</p>	<p>Objective: "I Can" Statements: Unit 1- Taking Action</p> <p>* I can cite several pieces of text-based evidence to support an analysis of literary text.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Standards: "Rogue Wave" 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> </div>	<p>Vocabulary: plot, conflict, suspense, foreshadowing, exposition, rising action, climax, falling action, resolution, inferences, cite textual evidence, swell, deck, navigation, submerge,</p>

		<p>*I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text.</p> <p>*I can analyze interactions between people, ideas, and events in a text.</p> <p>*I can correctly use grade appropriate general academic and domain specific words and phrases in my speaking and writing.</p> <p>*I can engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters</p>	<p>7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.</p> <p>7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.</p> <p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.W.TTP.3a Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences</p>	<p>porthole, narrator, point of view, first person, second person, third person omniscient, third person limited, and third person objective</p>
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<p>Week 7 (Sept. 12th – 16th)</p>	<p>5</p>	<p>*I can analyze the structure the author uses to organize a text and analyze how major sections contribute to the whole idea.</p> <p>*I can determine two or more main ideas in a text and and analyze how they are developed through the text.</p> <p>*I can provide an objective summary of the text.</p> <p>*I can correctly use grade appropriate general academic and domain specific words and phrases in my speaking and writing.</p> <p>*I can write in a way that is organized, clearly stated, and on task.</p> <p>*I can organize an event sequence that unfolds naturally and logically and create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and</p>	<p>“The Flight of Icarus” 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning</p> <p>7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7.W.TTP.3 b,c Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective</p>	<p>Vocabulary: myth, theme, infer, moderate, prowess, frantic, anxiety</p>
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		<p>description when appropriate, to develop experiences, events, and/or characters</p> <p>*I can use correct capitalization, punctuation, and spelling when writing.</p>	<p>techniques, relevant descriptive details, and well-structured event sequences.</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p>	
		<p>*I can analyze the structure the author uses to organize a text and analyze how major sections contribute to the whole idea.</p> <p>*I can determine the meaning of words and phrases including figurative, connotative, and technical meanings. I can analyze the impact of word choice on meaning and tone.</p>	<p>Standards: "Icarus's Flight"</p> <p>7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning</p> <p>7.RL.CS.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 word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p>	<p>Vocabulary: Poetry, form, line, rhythm, meter, stanzas, sound devices, alliteration, tone, punctuation</p>

		<p>*I can correctly use grade appropriate general academic and domain specific words and phrases in my speaking and writing.</p> <p>*I can use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events and craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p>	<p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.W.TTP.3 e,f Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	
Week 8 (Sept. 19th-23rd)	5	<p>*I can analyze how an author shows the point of view of different characters or narrators in a text.</p> <p>*I can determine how the parts of a story interact with and affect the outcome of each other.</p>	<p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text</p> <p>7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.</p>	

		<p>*I can cite several pieces of text-based evidence to support an analysis of literary text.</p> <p>*I can explain the function of phrases and clauses with effectively-placed modifiers.</p> <p>*I can craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p>	<p>7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.L.CSE.1a Demonstrate command of the conventions of standard English grammar and usage.</p> <p>7.W.TTP.3f Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	
Week 9 (Sept. 26th-30 th)	5	*I can correctly use the narrative technique of dialogue in my writing.	7.W.TTP.3d Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences	
		Objective: Review all standards- 9 weeks test	Standards:	Vocabulary:

2nd Nine Weeks

Dates	# of Days with Students	Objectives/"I Can" Statements	Standards: Unit 2: Reality Check	Academic Vocabulary
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<p>Week 10 (Oct. 10th - 14th)</p>	<p>5</p>	<p>Objective:</p> <p>"I Can" Statements:</p> <p>*I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>*I can analyze how an author develops and contrasts the points of view of different characters or narrators.</p> <p>*I can explain the function of phrases and clauses with effectively-placed modifiers</p> <p>*I can introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>*I can place phrases and clauses within a sentence. I can recognize and correct misplaced and dangling modifiers.</p> <p>*I can use a variety of sentences in my writing to create flow and interest.</p> <p>*I can include multimedia and visual displays to clarify claims</p>	<p>Standards:7."Heartbeat"</p> <p>7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.</p> <p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.</p> <p>7.L.CSE.1a Demonstrate command of the conventions of standard English grammar and usage.</p> <p>7.W.TTP.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>7.L.CSE.1b/c When writing or speaking, produce simple, compound, and complex</p>	<p>Vocabulary: Character traits, conflict, external conflict, internal conflict, setting, resolution</p>
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		and findings and call attention to important points.	sentences with effectively placed modifiers. 7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	
		<p>Objective:</p> <p>"I Can" Statements:</p> <p>*I can cite several pieces of text-based evidence to support an analysis of informational text.</p> <p>*I can determine an author's point of view or purpose; I can analyze how the author distinguishes his/her position from that of others.</p> <p>*I can introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p>	<p>Standards: "The Camera Does Lie"</p> <p>7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.</p> <p>7.W.TTP.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly,</p>	<p>Vocabulary: draw conclusion, author's purpose, bogus, elaborate, accelerate, hoax, obsess, continuity</p>

		<p>*I can place phrases and clauses within a sentence. I can recognize and correct misplaced and dangling modifiers.</p>	<p>using the introduction to prepare the reader for what is to follow.</p> <p>7.L.CSE.1b/c When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</p>	
<p>Week 11 (October – 17th-21st)</p>	<p>5</p>	<p>Objective: "I Can" Statements: *By the end of the year, I can read and understand literature at or above my grade level.</p> <p>*I can determine the meaning of words and phrases in a text including figurative and connotative meanings.</p>	<p>Standards: "Two Legs or One" 7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p> <p>7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</p>	<p>Vocabulary: Folk tales, trickster, humor, exaggeration, mood, tone, scurry, procession, dignified, upright</p>

	5	<p>*I can write using a variety of sentence structures placing modifiers correctly within my writing.</p> <p>*I can use a variety of strategies to determine the meaning of unknown words or phrases.</p>	<p>analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.L.CSE.1b When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p>	
	5	<p>Objective: "I Can" Statements:</p> <p>*I can analyze the impact of rhymes and alliteration on a verse or stanza of a poem or section of a story or drama.</p>	<p>Standards: "The Song of Wandering Aengus" and "Eldorado"</p> <p>7.RL.CS.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 word choices on meaning and tone, including allusions to other texts and</p>	<p>Vocabulary: Diction, rhyme, end rhyme, rhyme scheme, mood, voice, tone</p>

		<p>*I can analyze how a poem's or drama's structure contributes to its meaning.</p> <p>*I can use a variety of strategies to determine the meaning of unknown words or phrases.</p> <p>*I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.</p> <p>*I can use a comma to separate coordinate adjectives.</p>	<p>repetition of words and phrases.</p> <p>7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p> <p>7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>7.L.CSE.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of commas to separate coordinate adjectives and use them correctly.</p>	
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		<p>*I can write clearly and coherently. I can develop and organize my writing in a way that is appropriate for the task, purpose, and audience.</p> <p>*I can adapt my speaking style to a variety of contexts and tasks.</p>	<p>7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Week 12 (October 24th – 28th)</p>	<p>5</p>	<p>Objective: "I Can" Statements:</p> <p>*I can analyze the impact of rhymes and alliteration on a verse or stanza of a poem or section of a story or drama.</p> <p>*I can analyze how a poem's or drama's structure contributes to its meaning.</p>	<p>Standards: "The Governess"</p> <p>7.RL.CS.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 word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.</p> <p>7.L.VAU.5 When reading, listening, writing, and speaking, explain the</p>	<p>Vocabulary: Drama, plot, setting, conflict, cast of characters, dialogue, stage directions, voice, tone, mood, irony, madame, inferior, discrepancy, heirloom</p>

<p>Week 13 (Oct. 31st=Nov. 4th)</p>	<p>5</p>	<p>*I can recognize the connotations of words with similar denotations.</p> <p>*I can cite several pieces of text-based evidence to support an analysis of literary or informational text.</p> <p>*I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>*I can clearly introduce a topic so the reader knows what is coming next.</p>	<p>function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p> <p>Standard: <i>A Christmas Carol</i> 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions. 7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other. 7.W.TTP.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate</p>	<p>Vocabulary: Morose, destitute, tremulous,</p>
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<p>Week 14 (Nov. 7th-- 11th)</p>	<p>5</p>	<p>*I can use commas correctly in my writing.</p> <p>*I can analyze the impact of rhymes and alliteration on a verse or stanza of a poem or section of a story or drama.</p> <p>*I can organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension and develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example, as well as, thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>*I can use commas correctly in my writing.</p>	<p>adjectives and use them correctly to do so.</p> <p>Standard: <i>A Christmas Carol</i></p> <p>7.RL.CS.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 word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p>	<p>melancholy, preposterous, resolved</p>
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				Vocabulary: Vestige, despondent, condescension, toil, avarice, aspirations
Week 15 (Nov. 14th-18th)	5	<p>Objective: "I Can" Statements:</p> <p>*I can analyze the impact of word choice on meaning and tone.</p> <p>*I can analyze how the major sections of a text contribute to the whole and how the ideas are developed.</p> <p>*I can determine an author's point of view or purpose. *I can analyze how the author distinguishes his/her position from that of others.</p>	<p>Standards: <i>A Christmas Carol</i></p> <p>7.RL.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.RI.CS.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.</p> <p>7.RL.CS.6 Determine an author's point of view or purpose in a text and</p>	Vocabulary: rouse, laden, loiter, bereft, hob

		<p>*I can use commas correctly and spell correctly.</p> <p>*I can craft an effective and relevant conclusion.</p>	<p>analyze how an author distinguishes his or her position from that of others.</p> <p>7.L.CSE.2a,b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of commas to separate coordinate adjectives and use them correctly.</p> <p>7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
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<p>Week 16 (Nov. 28th-Dec. 2nd)</p>	<p>5</p>	<p>Objective: "I Can" Statements: *I can write a text with an introduction, body paragraphs, and a conclusion. *I can write a text that includes transitions and different sentence structures. * I can write a text that is organized and has text evidence to support my thinking.</p>	<p>Standards:A Christmas Carol 7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Vocabulary: Introduction, claim, body paragraph, conclusion</p>
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Week 17 (Dec. 5 th – 9 th)	5	Objective: "I Can" Statements: *9 Weeks Tests Objective: Review standards, work on IXL skills, and work on Whose Reading skills. 9 weeks test	Standards:	Vocabulary:
Week 18 (Dec. 12 th – 16 th) **School dismisses at 9:00 on Dec. 16 th	5	*MIDTERMS	Standards:	Vocabulary:

3rd Nine Weeks

Dates	# of Days with Students	Objectives/"I Can" Statements	Standards: Unit 4- The Terror and Wonder of Space	Academic Vocabulary
Week 19 (Jan.4th - 6th)*Jan.	3	Objective: "I Can" Statements:	Standards: Martian Metropolis	Vocabulary:

<p>4th In-service</p>		<p>*I can introduce claim(s) and support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>*I can analyze how the major sections of a text contribute to the whole and how the ideas are developed.</p> <p>*I can use correct punctuation in my writing.</p>	<p>7.W.TTP.1a,b Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.RI.CS.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</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p> <p>7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	<p>Claim, premise, evidence, justification, atmosphere, radiation, colonize, geothermal</p>
<p>Week 20 (Jan. 9th-13th)</p>	<p>5</p>	<p>*By the end of the year, I can read and understand literature at or above my grade level.</p> <p>*I can determine the meaning of words and phrases in a text (figurative, connotative, and technical meanings)</p> <p>Objective: "I Can" Statements:</p> <p>*I can determine an author's point of view or purpose; I can</p>	<p>Standards: Challenges for Space Exploration</p> <p>7.RI.CS.6 Determine an author's point of view or purpose in a text and</p>	<p>Vocabulary: Author's purpose, rhetoric, infinitely, entail, crucial, habitat</p>

	<p>analyze how the author distinguishes his/her position from that of others.</p> <p>*I can analyze the impact of word choice on meaning and tone.</p> <p>*I can support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>*I can explain the function of phrases and clauses with effectively-placed modifiers.</p> <p>*I can determine if an argument is relevant to the claim.</p> <p>*I can determine the figurative, connotative, or denotative meaning of words in my reading</p>	<p>analyze how an author distinguishes his or her position from that of others.</p> <p>7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.W.TTP.1b Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>Standard: <i>Space Exploration Should Be More than Science Fiction</i></p> <p>7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.</p> <p>7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative</p>	
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		and use them correctly in my writing.	language, word relationships, and connotation/denotation and use them correctly and effectively.	
<p>Week 21 (Jan. 17th) -20th) *Jan. 16th – MLK Jr. Day</p>	4	<p>*I can determine if an argument is relevant to the claim.</p> <p>*I can determine the figurative, connotative, or denotative meaning of words in my reading and use them correctly in my writing.</p> <p>*I can develop a claim, create arguments to support the claim, and support those arguments with strong reasons and evidence.</p>	<p>Standards: <i>Humans Should Stay Home and Let Robots Take to the Stars</i> 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims. 7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively. 7.W.TTP.1a-e Write arguments to support claims with clear reasons and relevant evidence.</p>	
<p>Week 22 (Jan. 23rd-</p>	5	<p>Objective: "I Can" Statements</p>	<p>Standards: Article of the Week: "The Lost Boys of Sudan"</p>	

27th)		<p>*I can compare and contrast a multimedia presentation with a text version of the same topic.</p> <p>*I can determine if an argument is relevant to the claim.</p> <p>*I can determine how two or more authors points of view are shaped by what they choose to include in their writing.</p> <p>*I can develop a claim, create arguments to support the claim, and support those arguments with strong reasons and evidence.</p> <p>*I can use correct capitalization, punctuation, and spelling when I write.</p>	<p>7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.</p> <p>7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.</p> <p>7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.</p> <p>7.W.TTP.1a-e Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p>	
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<p>Week 23 (Jan.30th- Feb.3rd)</p>		<p>Objective: "I Can" Statements: *I can develop a claim and support that claim with clear reasons and evidence. *I can acknowledge an opposing claim and give reasons and evidence to show the opposition's point of view. *I can re-establish my claim and justify why it is correct thinking. *I can maintain proper sentence structure, punctuation, capitalization, and formal style.</p>	<p>Standards: 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.</p>	<p>Vocabulary: Analysis, cite/citation, claim, explicit, implicit, infer/inference, paraphrase, textual evidence, bias, credibility, distinguish, objectivity, position, reliability, viewpoint</p>
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<p>Week 24 (Feb. 6th-10th)</p>	<p>5</p>	<p>Objective: "I Can" Statements: *I can cite several pieces of text based evidence to support an analysis of informational text.</p> <p>*I can determine/analyze a theme or central idea of an informational text.</p> <p>*I can determine the meaning of words and phrases in text(figurative, connotative, and technical), and analyze the impact of word choice on meaning and tone in an informational text.</p> <p>*I can determine an author's point of view or purpose in informational text, and analyze how the author distinguishes his/her position from others'.</p> <p>*I can use correct grammar, and usage when writing or speaking. *I can use correct capitalization, punctuation, and spelling to</p>	<p>Standards: Ball Hawk 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text;provide an objective summary.</p> <p>7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.RL.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position.</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English</p>	<p>Vocabulary: federal, talon, mascot, clique, epilogue, connotation, denotation, figurative language, stance, tone, first-person, third-person limited, & third-person omniscient</p>
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		<p>send a clear message to my reader.</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases.</p> <p>*I can analyze figurative language, word relationships, and nuances in word meanings.</p> <p>*I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</p> <p>*I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.</p>	<p>capitalization, punctuation, and spelling. When reading and writing, explain the functions of commas to separate coordinate adjectives and use them correctly.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p> <p>7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p> <p>7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information throughout the selection, organization, and analysis of relevant content.</p> <p>7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques,</p>	
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		<p>*I can select evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>relevant descriptive details, and well-structured event sequences.</p> <p>7.W.RBPK.9 Support interpretations, analysis, reflections, or research with evidence found in literature or informational texts, applying 7th grade standards for reading; assess whether the evidence is relevant and sufficient to support the claims.</p>	
<p>Week 25 (Feb. 13th-15th) *Feb. 16th PTC-2:00-6:00 Feb. 17th- Staff Dev.</p>	3	<p>Objective: "I Can" Statements: *I can determine a theme or central idea in a literary text.</p> <p>*I can produce clear and coherent writing that is appropriate to task, audience, and purpose.</p>	<p>Standards: Poem: TBA 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Vocabulary: Central idea, objective, subjective, summary, theme</p> <p>Figurative language, character traits, dialogue, plot, suspense, imagery, precise words and phrases, sensory language</p>

		<p>*I can use a writing process to ensure that purpose and audience have been addressed.</p> <p>*I can select evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>*I can use correct grammar and usage when writing or speaking.</p> <p>*I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</p>	<p>7.W.PDW.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</p> <p>7.W.RBPK.9 Support interpretations, analysis, reflections, or research with evidence found in literature or informational texts, applying 7th grade standards for reading; assess whether the evidence is relevant and sufficient to support the claims.</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of commas to separate coordinate adjectives and use them correctly.</p>	<p>Audience, details, purpose, task, thesis statement, topic sentence Approach, audience, editing prewriting, purpose, revising, rewriting, syntax, tone</p> <p>Analysis, evidence, reflection, research, alter, fictional, portrayal</p> <p>Complex sentence, compound sentence, compound-complex sentence, dependent clause, independent clause, main clause, clause, dangling modifier, misplaced modifier, phrase</p>
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<p>Week 26 (Feb.21st-24th)</p> <p>*Feb. 20th – President’s Day</p>	<p>4</p>	<p>Objective: “I Can” Statements: *I can cite several pieces of text based evidence to support an analysis of informational text.</p> <p>*I can determine an author’s point of view or purpose in informational text, and analyze how the author distinguishes his/her position from others’.</p> <p>*I can use correct grammar and usage when writing or speaking *I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</p> <p>*I can express ideas with precision.</p>	<p>Standards: Get in the Zone: The Psychology of Video Game Design 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions</p> <p>7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others</p> <p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of commas to separate coordinate adjectives and use them correctly.</p>	<p>Vocabulary: Point of view, flow-state, absorb, immerse, irrelevant, disorient</p>
<p>Week 27 (Feb. 27th)</p>	<p>5</p>		<p>Standards: It’s Not Just A Game & The Crossover</p>	<p>Vocabulary: Accomplishment, negotiate, mutual,</p>

		<p>*I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>*I can determine the meaning of words and phrases in text (figurative, connotative, and technical), and analyze the impact of word choice on meaning and tone in an informational text.</p> <p>*I can determine an author's point of view or purpose in informational text, and analyze how the author distinguishes his/her position from others'.</p> <p>*I can accurately use seventh-grade academic and domain specific vocabulary to express my ideas.</p>	<p>provide an objective summary.</p> <p>7.RI.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.</p> <p>7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.</p> <p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important</p>	<p>paraphrase, textual evidence</p> <p>Precarious, demoralizing, audacious, denouement, duress, concurred, mellowed, cringed, smitten, legit, undisclosed</p>
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			to comprehension or expression.	
Week 30 (Mar. 27 th - Mar. 31 st)	5	Objective: "I Can" Statements: *I can determine/analyze a theme or central idea of an informational text. *I can analyze figurative language, word relationships, and nuances in word meanings.	Standards:(Novel) Peak 7.RL.KID.2 Determine a central idea of a text and analyze its development over the course of the text;provide an objective summary. 7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively	Vocabulary: Analysis, cite/citation, claim, explicit, implicit, infer/inference, paraphrase, textual evidence Central idea, judgement, objective, subjective, summary
Week 31 (Apr. 3 rd - 6 th) *Apr. 7 th Good Friday	4	Objective: "I Can" Statements: *I can identify the argument and specific claims in a text, and evaluate the argument and specific claims in a text for	Standards: (Novel) Peak 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and	Vocabulary: Argument, claims, defend, evidence, proof, (sound)reasoning, relevant, sufficient, trace

		<p>sound reasoning and relevant, sufficient evidence.</p> <p>*I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>*I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic.</p> <p>*I can use a variety of strategies to determine the meaning of unknown words or phrases.</p>	<p>sufficient to support the claims.</p> <p>7.RI.KID.3 Analyze relationships and interactions among individuals, events, and /or ideas in a text.</p> <p>7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternative explanation of events.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p>	<p>Central idea, influence, interactions, subsequent</p> <p>Emphasize, interpretation, shape a presentation</p> <p>Context, paragraph, word's function/position, affix, prefix, root word, suffix</p>
<p>Week 32 (Apr. 11th -14th)</p> <p>*Apr. 10th Staff Dev.</p>	4	<p>*I can determine/analyze a theme or central idea of a text and write an objective summary.</p> <p>*I can analyze how the major sections of a text contribute to the whole and how the ideas are developed.</p>	<p>7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>7.RI.CS.5 Analyze the structure an author uses to organize a text, including</p>	<p>Acrostic poem, conflict, antagonist, protagonist, foil, obstacle</p>

			how the major sections contribute to the whole and to the development of the ideas.	
Week 33 (Apr. 17 th – 21st)	5	<p>Objective: "I Can" Statements: *I can use search terms effectively, gather relevant information from a variety of sources, and evaluate the credibility and accuracy of each source.</p> <p>*I can conduct short research projects to answer a question, and generate additional questions for further research.</p> <p>*I can use a variety of strategies to determine the meaning of unknown words or phrases.</p>	<p>Standards: Peak 7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p>	<p>Vocabulary: Cite, credible, footnote, paraphrase, parenthetical reference, plagiarism, relevant</p> <p>Context, paragraph, word's function/position, affix, prefix, root word, suffix</p>
	5	<p>Objective: "I Can" Statements:</p>	Standards: Article TBA	Vocabulary:

<p>Week 34 (Apr. 24th – 28th) (Possibly TN-Ready)</p>		<p>*I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic.</p> <p>*I can use search terms effectively, gather relevant information from a variety of sources, and evaluate the credibility and accuracy of each source.</p> <p>*I can conduct short research projects to answer a question, and generate additional</p> <p>*I can use a variety of strategies to determine the meaning of unknown words or phrases.</p>	<p>7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternative explanation of events.</p> <p>7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.</p> <p>7.L.VAU.4a,b Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 7th grade-level text complexity as a clue to the meaning of a word or a phrase.</p>	<p>Emphasize, interpretation, shape a presentation</p> <p>Cite, credible, footnote, paraphrase, parenthetical reference, plagiarism, relevant</p>
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Week 35 (May 1st-5th) Possibly TN-Ready	5	Objective: Review standards	Standards:	Vocabulary:
Week 36 (May 8th - 12 th)	5	Objective: "I Can" Statements *9Weeks Test Review standards	Standards:	Vocabulary
Week 37 (May 15 th -19th) May 19th RHS Graduation	5	**Finals	Standards:	Vocabulary:

Week 38 (May 22nd-26 th) *Admin. Day 25th *Report Cards 26th	3			