

Week	Date	Number Of Days	Strand	Number	Standards/Benchmarks	Resource(s) Text Unit // Lesson
1	9/8-9	2	Speaking, Viewing, Listening, and Media Literacy Reading	7.4.10.10 7.9.1.1	By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Year/Unit Overview
2-8	9/12-10/28	33	Language, Reading, Writing, and Speaking, Viewing, Listening, and Media Literacy	7.4.1.1 7.4.6.6 7.5.1.1 7.5.2.2 7.5.3.3 7.5.4.4 7.5.5.5 7.5.7.7 7.5.8.8 7.5.9.9 7.5.10.10	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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  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).  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.  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.  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).  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.  Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the	Unit One: Fiction & Nonfiction  Writing Project: Personal Narrative

				high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks.	
			7.5.6.6	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.	
			7.7.1.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	
			7.7.2.2	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, 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
			7.7.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
			7.7.5.5	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
			7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			7.7.10.10	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.	
			7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	

				7.9.2.2	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.	
				7.9.6.6	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)	
				7.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media.	
				7.9.8.8	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.	
				7.11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
				7.11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.	
				7.11.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
				7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibility from a range of strategies.	
				7.11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.	
				7.11.6.6	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.	
9-14	11/1-12/9	27	Language, Reading, Writing, and Speaking, Viewing, Listening, and Media Literacy	7.4.6.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.	Unit Six: Themes in the Oral Tradition  <i>The Giver</i>
				7.5.3.3	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).	
				7.5.4.4	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.	
				7.5.5.5	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.	
				7.5.6.6	Determine an author’s point of view or purpose in a text and analyze how the author	

				<p>distinguishes his or her position from that of others.</p> <p>7.5.7.7 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).</p> <p>7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>7.9.2.2 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.</p> <p>7.9.3.3 Delineate a speaker’s argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>7.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)</p> <p>7.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.</p> <p>7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.</p> <p>7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>7.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibility from a range of strategies.</p> <p>7.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> <p>7.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
14-16	12/12 -2/3	33	Language, Reading, Writing, and Speaking, Viewing,	<p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.4.6.6 Analyze how an author develops and contrasts the points of view of different</p>	<p>Unit Five: Drama</p> <p><i>A Christmas Carol</i></p>

			Listening, and Media Literacy		<p>characters or narrators in a text, including those from diverse cultures.</p> <p>7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>7.9.2.2 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.</p> <p>7.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.</p> <p>7.9.8.8 As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.</p> <p>7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.</p> <p>7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>7.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibility from a range of strategies.</p> <p>7.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> <p>7.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
CHRISTMAS BREAK						
17-21			Language, Reading, Writing, and Speaking, Viewing, Listening, and Media Literacy	<p>7.4.5.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.</p> <p>7.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and</p>	Unit Five: Drama	

				independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.	
			7.5.3.3	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).	
			7.5.4.4	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.	
			7.5.5.5	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.	
			7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
			7.9.2.2	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.	
			7.9.3.3	Delineate a speaker's argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
			7.4.7.7	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).	
			7.9.7.7	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.	
			7.9.8.8	Understand, analyze, and use different types of print, digital, and multimodal media.	
			7.11.1.1	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.	
			7.11.2.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
			7.11.3.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.	
			7.11.4.4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

				7.11.5.5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibility from a range of strategies.	
				7.11.6.6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.	
				7.11.7.7	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.	
22-27	2/6-3/17	30	Language, Reading, Writing, and Speaking, Viewing, Listening, and Media Literacy	7.4.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit Three: Types of Nonfiction  Writing Project: Research paper  Presentation  <i>Freedom Walkers</i>
				7.4.6.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.	
				7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, 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.	
				7.5.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
				7.5.2.2	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.	
				7.5.3.3	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).	
				7.5.4.4	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.	
				7.5.5.5	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.	
				7.5.6.6	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.	
				7.5.7.7	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).	
				7.5.8.8.	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.	

				7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
				7.5.10.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks.	
				7.7.1.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	
				7.7.2.2	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, 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
				7.7.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
				7.7.5.5	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
				7.7.6.6	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.	
				7.7.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	



				7.7.8.8	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.	
				7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
				7.7.10.10	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.	
				7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
				7.9.2.2	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.	
				7.9.3.3	Delineate a speaker's argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
				7.9.4.4	Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
				7.9.5.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
				7.9.6.6	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)	
				7.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media.	
				7.11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
				7.11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.	
				7.11.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
				7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibility from a range of strategies.	

				7.11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.	
				7.11.6.6	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.	
28-33	3/20-4/28	30	Language, Reading, Writing, and Speaking, Viewing, Listening, and Media Literacy	7.4.6.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.	Unit Four: Poetry
				7.4.7.7	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).	
				7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, 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.	
				7.4.10.10	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.	
				7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
				7.4.3.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
				7.4.4.4	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.	
				7.4.5.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
				7.5.3.3	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).	
				7.5.4.4	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.	

				7.5.5.5	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.	
				7.5.6.6	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.	
				7.5.7.7	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).	
				7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
				7.9.2.2	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.	
				7.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media.	
				7.9.8.8	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.	
				7.11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
				7.11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.	
				7.11.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
				7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibility from a range of strategies.	
				7.11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.	
				7.11.6.6	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.	
34-38	5/1-5/31	22	Language, Reading, Writing, and Speaking,	7.4.3.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Unit Two: Short Stories

			Viewing, Listening, and Media Literacy	7.4.2.2	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.	Creative Writing Project
				7.4.6.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.	
				7.5.3.3	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).	
				7.5.4.4	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.	
				7.5.5.5	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.	
				7.5.6.6	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.	
				7.5.7.7	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).	
				7.7.3.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) 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. b) Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d)Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e) Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.	
				7.7.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
				7.7.5.5	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
				7.7.10.10	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.	

				7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
				7.9.2.2	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.	
				7.9.7.7	Understand, analyze, and use different types of print, digital, and multimodal media.	
				7.9.8.8	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.	
				7.11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
				7.11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.	
				7.11.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
				7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibility from a range of strategies.	
				7.11.6.6	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.	

The majority of the standards will be addressed in multiple units and all strands will be included at least partially in each unit. The majority of the texts will be found in the textbook (Prentice Hall Literature 8e, Grade 7--blue spine/zebra on cover). The longer works that we will consider during the class are *The Giver*, *A Christmas Carol*, and *Freedom Walkers*. Students will complete three writing projects over the course of the year: a personal narrative, a research paper, and a creative work (either poetry or a short story). The students will also give a short presentation based on their research paper. Students will also be asked to self-select a text each quarter and write a short reflection on the text.