

**ELA 7th Grade
Year At A Glance 2018-2019**

Unit 1: Perseverance	Unit 2: Facing Adversity	Unit 3: Survival	Unit 4: Science or Fiction
Time Frame: 1st Nine Weeks	Time Frame: 2nd Nine Weeks	Time Frame: 3rd Nine Weeks	Time Frame: 4th Nine Weeks
Unit Focus: Reading: Fiction Writing: Literary Analysis Grammar	Unit Focus: Reading: Nonfiction Writing: Expository Grammar	Unit Focus: Reading: Classic Fiction Writing: Analytical Expository Grammar	Unit Focus: Reading: Nonfiction Writing: Argumentative Grammar
Power Standards Addressed: RL.7.1 RL.7.2 RI.7.1 RI.7.2 W.7.2 W.7.8 L.7.1 L.7.2 L.7.4	Power Standards Addressed: RL.7.1 RL.7.2 RI.7.1 RI.7.2 W.7.2 W.7.8 L.7.1 L.7.2 L.7.4	Power Standards Addressed: RL.7.1 RL.7.2 RI.7.1 RI.7.2 W.7.2 W.7.8 L.7.1 L.7.2 L.7.4	Power Standards Addressed: RL.7.1 RL.7.2 RI.7.1 RI.7.2 W.7.2 W.7.8 L.7.1 L.7.2 L.7.4

Unit 1	Perseverance	Grade Level	7	Length	9 Weeks
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CPSD Power Standards with Student Learning Objectives

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

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis.
- I can determine which evidence most strongly supports my answer.
- I can properly cite evidence to support my answer.

RL.7.2 Examine a grade-appropriate literary text (925-1097). ● Provide an objective summary. ● Determine a theme of a text and analyze its development over the course of the text.

Student-Friendly Objectives:

- I can examine a literary text using close reading strategies.
- I can write an objective summary.
- I can infer a theme and explain how the author(s) develops the theme.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.

Student-Friendly Objectives:

- I can form simple and compound sentences.
- I can differentiate frequently confused words and use them correctly in my writing.
- I can make sure my subject agrees with my verb.
- I can recognize and use phrases and clauses correctly in a sentence.
- I can maintain parallel structure in my writing.
- I can maintain consistent verb tense in my writing.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.

Student-Friendly Objectives:

- I can identify the parts of a sentence
- I can explain the function of words in a sentence
- I can apply different sentence patterns in my writing

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.

Student-Friendly Objectives:

- I can use commas after an introductory word or phrase.
- I can use commas when writing coordinate adjectives.
- I can use commas to separate items in a series.
- I can use commas to separate quotes in a sentence.
- I can use commas when writing appositives and appositive phrases.
- I can punctuate compound sentences correctly.
- I can capitalize words in my sentence correctly.
- I can end my sentences with the appropriate punctuation.

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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases.
- I can apply strategies to clarify multiple-meaning words/phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference

And be able to...

- Cite evidence that supports explicit analysis
- Cite evidence that supports inference
- Evaluate the evidence that most strongly supports analysis of the text

- Subjectivity vs. Objectivity
- The element of a summary
- That the authors develop theme throughout the text

- What constitutes relevant evidence
- Formal tone of academic writing
- Definitions of credibility, accuracy, plagiarism, and paraphrase

- Sentence Patterns

- S-AV
- S-AV-DO
- S-AV-IO-DO
- S-LV-PN
- S-LV-PA

- Sentence types

- Simple
- Compound
- Fragments and run-ons

- Characteristics of independent and dependent clauses
- Functions of prepositional phrases
- Coordinating conjunctions
- Transitional Words and phrases

Usage

- Subject-verb agreement
 - Indefinite pronoun as a subject
 - Subject followed by a prepositional phrase (interrupter)
 - Compound sentence
 - Personal pronouns
 - Maintaining correct verb tense

- Frequently confused words

(who/whom, past/passed, their/there/they're, effect/affect) etc...

- Define what it means to be objective
- Identify story elements to use an objective summary
- Write an objective summary using important elements from the story
 - Characters
 - Setting
 - Main events including major conflicts and resolution
- Infer the theme of a text
- Analyze theme development
- Compare and contrast the common theme of two text

- Paraphrase information from a cited source to avoid plagiarism
- Annotate sources
- Maintain an appropriate tone for academic writing
- Give proper credit to sources used in analysis
- Use technological resources to aid in proper citation
- Assess credibility and accuracy of sources
- Use appropriate and effective research

- Maintain consistent verb tense
- Understand sentence patterns in order to construct various simple and compound sentence
- Form simple sentences
- Join independent clauses correctly to form compound sentences
- Choose the correct coordinating conjunction when forming compound sentences
- Recognize prepositional phrases in order to determine subject-verb agreement
- Determine how prepositional phrases function in a sentence (adjective or adverb)
- Use prepositional phrases to add additional information in a sentence
- Correctly use the intended word in a sentence
- Maintain parallel structure in writing, including when using transitional words and phrases

- Parallel structure
- The maintaining consistent verb tense is essential to the clarity of the message

- Commas
 - Before coordinating conjunctions
 - Before or after transitional words
 - Between coordination adjectives
 - To separate items in a series
 - To separate quotes in a sentence
 - To separate appositive phrases
- Semicolon when joining independent clauses
- Capitalization
 - Pronoun: I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of a quote
- Punctuation
 - Ending punctuation

- Multiple meanings of words and phrases
- Various strategies to aid with determining the meaning of words and phrases

- Punctuation compound sentences correctly
- Punctuate items in a series
- Punctuate transition words and phrases correctly
- Punctuate coordinate adjectives correctly
- Punctuate appositive phrases correctly
- Use semicolons to join independent clauses
- Capitalize pronoun I
- Capitalize the first word in a sentence
- Capitalize proper nouns
- Capitalize the beginning of a quotation (when appropriate)
- Use appropriate ending punctuation in writing

- Determine meaning of words and phrases using various strategies
 - Context clues
 - Figurative language
 - Greek and Latin roots
 - Prefixes and suffixes
 - dictionaries/ thesauruses

Additional Arkansas State Standards

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.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.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- W.7.3. Write narratives 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 narrative techniques, such as dialogue, pacing, 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, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 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.)
- 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.
- W.7.9. Draw evidence from literary or informational texts to support analysis
 - a. Apply grade 7 Reading standards to literature (e.g.
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text
- 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.
- 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.

Unit 2	Facing Adversity	Grade Level	7	Length	9 Weeks
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CPSD Power Standards with Student Learning Objectives

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.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis.
- I can determine which evidence most strongly supports my answer.
- I can properly cite evidence to support my answer.

RI.7.2 Examine a grade-appropriate informational text (925-1097). ● Provide an objective summary ● Determine a central idea in a text and analyze its development.

Student-Friendly Objectives:

- I can examine an informational text using close reading strategies.
- I can write an objective summary.
- I can determine a central idea and explain how the author develops the central idea.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Student-Friendly Objectives:

- I can write a clear thesis.
- I can support and develop the thesis by using complex ideas, concepts, and information clearly.
- I can use appropriate voice and tone.
- I can revise my own writing based on feedback.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.

Student-Friendly Objectives:

- I can identify the parts of a sentence

- I can explain the function of words in a sentence
- I can apply different sentence patterns in my writing

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.

Student-Friendly Objectives:

- I can use commas after an introductory word or phrase.
- I can use commas when writing coordinate adjectives.
- I can use commas to separate items in a series.
- I can use commas to separate quotes in a sentence.
- I can use commas when writing appositives and appositive phrases.
- I can punctuate compound sentences correctly.
- I can capitalize words in my sentence correctly.
- I can end my sentences with the appropriate punctuation.

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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases.
- I can apply strategies to clarify multiple-meaning words/phrases.

Learning Indicators of Power Standards

Students will know... (the concepts that support the standard).

- Explicit evidence
- Evidence-based inferences
- Subjectivity vs. Objectivity
- The elements of a summary
- That authors develop a theme throughout the text.

Prerequisite Knowledge/Terminology

- Fact vs. Opinion
- Understand how to be objective
- Thematic Statement vs. Thematic Idea (Thematic idea may be “love” while the Thematic Statement may be an explanation of love.
- Literary elements (plot, setting, characterization, climax, resolution, etc).

And be able to... (the skills students are able to demonstrate after instruction).

- Cite evidence that supports explicit analysis
- Cite evidence that supports inference
- Evaluate the evidence that most strongly supports analysis of the text
- Construct an objective summary
- Use text features and text structure to aid in understanding and locating information
- Analyze the development of the central idea
- Compare and contrast the central ideas and two text

- Various organizational structures
Compare/Contrast, Cause/Effect, etc.
- Elements of informative/explanatory writing.
Introduction with thesis
Body with evidence and commentary
Conclusion
- Tone
- Sentence Patterns
 - S-AV
 - S-AV-DO
 - S-AV-IO-DO
 - S-LV-PN
 - S-LV-PA

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- Sentence types
 - Simple Only this portion will be assessed in Unit 2.
 - Compound Move forward per student need
 - Fragments and run-ons
 - Characteristics of independent and dependent clauses
 - Functions of prepositional phrases
 - Coordinating conjunctions
 - Transitional Words and phrases

Usage

- Subject-verb agreement
 - Indefinite pronoun as a subject
 - Subject followed by a prepositional phrase (interrupter)
 - Compound sentence
 - Personal pronouns
 - Maintaining correct verb tense
 - Frequently confused words (who/whom, past/passed, their/there/they're, effect/affect)
 - Parallel structure
 - The maintaining consistent verb tense is essential to the clarity of the message
-

- Write a well-organized text that offers a clear thesis and effectively supports and develops the thesis.
- Understand and use conventions of format and structure appropriate to the rhetorical situation.
- Include transition words appropriately
- Use appropriate tone and voice
- Understand sentence patterns in order to construct various simple and compound sentence
- Form simple sentences
- Join independent clauses correctly to form compound sentences
- Choose the correct coordinating conjunction when forming compound sentences
- Recognize prepositional phrases in order to determine subject-verb agreement
- Determine how prepositional phrases function in a sentence (adjective or adverb)
- Use prepositional phrases to add additional information in a sentence
- Correctly use the intended word in a sentence
- Maintain parallel structure in writing, including when using transitional words and phrases
- Maintain consistent verb tense
- Punctuation compound sentences correctly
- Punctuate items in a series
- Punctuate transition words and phrases correctly
- Punctuate coordinate adjectives correctly
- Punctuate appositive phrases correctly
- Use semicolons to join independent clauses
- Capitalize pronoun I
- Capitalize the first word in a sentence
- Capitalize proper nouns
- Capitalize the beginning of a quotation (when appropriate)
- Use appropriate ending punctuation in writing
- Determine meaning of words and phrases using various strategies
 - Context clues

- Commas
 - Before coordinating conjunctions
 - Before or after transitional words
 - Between coordination adjectives
 - To separate items in a series
 - To separate quotes in a sentence
 - To separate appositive phrases
- Semicolon when joining independent clauses
- Capitalization
 - Pronoun: I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of a quote
- Punctuation
 - Ending punctuation

- Multiple meanings of words and phrases
- Various strategies to aid with determining the meaning of words and phrases

- Figurative language
- Greek and Latin roots
- Prefixes and suffixes
- dictionaries/ thesauruses

Additional Arkansas State Standards

- 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).
- 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.
- 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.
- 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.
- 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).
- 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.)
- 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.
- 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.

- W.7.7. Conduct short research projects to answer a question
- W.7.8. Gather relevant information from multiple print and digital sources
- W.7.9. Draw evidence from literary or informational texts to support analysis
 - a) Apply grade 7 Reading standards to literature (e.g.
 - b) Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text
- 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.

Unit 3	Survival	Grade Level	7	Length	9 Weeks
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CPSD Power Standards with Student Learning Objectives

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

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis.
- I can determine which evidence most strongly supports my answer.
- I can properly cite evidence to support my answer.

RL.7.2 Examine a grade-appropriate literary text (925-1097). ● Provide an objective summary. ● Determine a theme of a text and analyze its development over the course of the text.

Student-Friendly Objectives:

- I can examine a literary text using close reading strategies.
- I can write an objective summary.
- I can infer a theme and explain how the author(s) develops the theme.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Student-Friendly Objectives:

- I can write a clear thesis.
- I can support and develop the thesis by using complex ideas, concepts, and information clearly.
- I can use appropriate voice and tone.
- I can revise my own writing based on feedback.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.

Student-Friendly Objectives:

- I can identify the parts of a sentence
- I can explain the function of words in a sentence
- I can apply different sentence patterns in my writing

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.

Student-Friendly Objectives:

- I can use commas after an introductory word or phrase.
- I can use commas when writing coordinate adjectives.
- I can use commas to separate items in a series.
- I can use commas to separate quotes in a sentence.
- I can use commas when writing appositives and appositive phrases.
- I can punctuate compound sentences correctly.
- I can capitalize words in my sentence correctly.
- I can end my sentences with the appropriate punctuation.

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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases.
- I can apply strategies to clarify multiple-meaning words/phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference

- Subjectivity vs. Objectivity
- The element of a summary
- That the authors develop theme throughout the text

- Various organizational structures
 Compare/Contrast, Cause/Effect, etc.
- Elements of informative/explanatory writing.
 Introduction with thesis
 Body with evidence and commentary
 Conclusion
- Tone

And be able to...

- Cite evidence that supports explicit analysis
- Cite evidence that supports inference
- Evaluate the evidence that most strongly supports analysis of the text

- Define what it means to be objective
- Identify story elements to use an objective summary
- Write an objective summary using important elements from the story
 - Characters
 - Setting
 - Main events including major conflicts and resolution
- Infer the theme of a text
- Analyze theme development
- Compare and contrast the common theme of two text

- Sentence Patterns
 - S-AV
 - S-AV-DO
 - S-AV-IO-DO
 - S-LV-PN
 - S-LV-PA
- Sentence types
 - Simple
 - Compound
 - Fragments and run-ons
- Characteristics of independent and dependent clauses
- Functions of prepositional phrases
- Coordinating conjunctions
- Subject-verb agreement
- Frequently confused words (who/whom, past/passed, their/there/they're, effect/affect)
- Parallel structure
- The maintaining consistent verb tense is essential to the clarity of the message
- Transitional words and phrases

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- Commas
 - Before coordinating conjunctions
 - Before or after transitional words This will be assessed in
 - Between coordination adjectives Unit 3. Move forward per
 - To separate items in a series student need.
 - To separate quotes in a sentence
 - To separate appositive phrases
 - Semicolon when joining independent clauses
 - Capitalization
 - Pronoun: I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of a quote
 - Punctuation

- Write a well-organized text that offers a clear thesis and effectively supports and develops the thesis.
 - Understand and use conventions of format and structure appropriate to the rhetorical situation.
 - Include transition words appropriately
 - Use appropriate tone and voice
-
- Understand sentence patterns in order to construct various simple and compound sentence
 - Form simple sentences
 - Join independent clauses correctly to form compound sentences
 - Choose the correct coordinating conjunction when forming compound sentences
 - Recognize prepositional phrases in order to determine subject-verb agreement
 - Determine how prepositional phrases function in a sentence (adjective or adverb)
 - Use prepositional phrases to add additional information in a sentence
 - Correctly use the intended word in a sentence
 - Maintain parallel structure in writing, including when using transitional words and phrases
 - Maintain consistent verb tense
-
- Punctuation compound sentences correctly
 - Punctuate items in a series
 - Punctuate transition words and phrases correctly
 - Punctuate coordinate adjectives correctly
 - Punctuate appositive phrases correctly
 - Use semicolons to join independent clauses
 - Capitalize pronoun I
 - Capitalize the first word in a sentence
 - Capitalize proper nouns
 - Capitalize the beginning of a quotation (when appropriate)
 - Use appropriate ending punctuation in writing
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- Determine meaning of words and phrases using various strategies

<ul style="list-style-type: none"> ○ Ending punctuation ● Multiple meanings of words and phrases ● Various strategies to aid with determining the meaning of words and phrases 	<ul style="list-style-type: none"> ○ Context clues ○ Figurative language ○ Greek and Latin roots ○ Prefixes and suffixes ○ dictionaries/ thesauruses ●
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Additional Arkansas State Standards

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imager affects the mood of the text, how characters’ decisions affect the plot).
- RL.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.
- RL.7.5 Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, stanza) fit into the overall structure and contribute to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the points of view and/or perspectives of different characters or narrators in a text.
- RL.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).
- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5 Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply Grade 7 Reading standards to literature
 - b) Apply Grade 7 Reading standards to informational texts.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 4	Science or Fiction	Grade Level	7	Length	9 Weeks
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CPSD Power Standards with Student Learning Objectives

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.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis.
- I can determine which evidence most strongly supports my answer.
- I can properly cite evidence to support my answer.

RI.7.2 Examine a grade-appropriate informational text (925-1097). ● Provide an objective summary ● Determine a central idea in a text and analyze its development.

Student-Friendly Objectives:

- I can examine an informational text using close reading strategies.
- I can write an objective summary.
- I can determine a central idea and explain how the author develops the central idea.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.

Student-Friendly Objectives:

- I can form simple and compound sentences.
- I can differentiate frequently confused words and use them correctly in my writing.
- I can make sure my subject agrees with my verb.
- I can recognize and use phrases and clauses correctly in a sentence.
- I can maintain parallel structure in my writing.
- I can maintain consistent verb tense in my writing.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.

Student-Friendly Objectives:

- I can identify the parts of a sentence
- I can explain the function of words in a sentence

- I can apply different sentence patterns in my writing

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.

Student-Friendly Objectives:

- I can use commas after an introductory word or phrase.
- I can use commas when writing coordinate adjectives.
- I can use commas to separate items in a series.
- I can use commas to separate quotes in a sentence.
- I can use commas when writing appositives and appositive phrases.
- I can punctuate compound sentences correctly.
- I can capitalize words in my sentence correctly.
- I can end my sentences with the appropriate punctuation.

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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases.
- I can apply strategies to clarify multiple-meaning words/phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inferences
- Subjectivity vs. Objectivity
- The elements of a summary
- That authors develop a theme throughout the text.

Prerequisite Knowledge/Terminology

- Fact vs. Opinion
- Understand how to be objective
- Thematic Statement vs. Thematic Idea (Thematic idea may be “love”

And be able to...

- Cite evidence that supports explicit analysis
- Cite evidence that supports inference
- Evaluate the evidence that most strongly supports analysis of the text
- Construct an objective summary
- Use text features and text structure to aid in understanding and locating information
- Analyze the development of the central idea
- Compare and contrast the central ideas and two text

while the Thematic Statement may be an explanation of love.

- Literary elements (plot, setting, characterization, climax, resolution, etc).
- What constitutes relevant evidence
- Formal tone of academic writing
- Definitions of credibility, accuracy, plagiarism, and paraphrase
- Sentence Patterns
 - S-AV
 - S-AV-DO
 - S-AV-IO-DO
 - S-LV-PN
 - S-LV-PA
- Sentence types
 - Simple
 - Compound
 - Fragments and run-ons
- Characteristics of independent and dependent clauses
- Functions of prepositional phrases
- Coordinating conjunctions
- Subject-verb agreement
- Frequently confused words (who/whom, past/passed, their/there/they're, effect/affect)
- Parallel structure
- The maintaining consistent verb tense is essential to the clarity of the message
- Transitional words and phrases
- Commas
 - Before coordinating conjunctions
 - Before or after transitional words
 - Between coordination adjectives
 - To separate items in a series
 - To separate quotes in a sentence
 - To separate appositive phrases
- Semicolon when joining independent clauses

- Paraphrase information from a cited source to avoid plagiarism
- Annotate sources
- Maintain an appropriate tone for academic writing
- Give proper credit to sources used in analysis
- Use technological resources to aid in proper citation
- Assess credibility and accuracy of sources
- Use appropriate and effective research
- Write a well-organized text that offers a clear thesis and effectively supports and develops the thesis.
- Understand and use conventions of format and structure appropriate to the rhetorical situation.
- Include transition words appropriately
- Use appropriate tone and voice
- Understand sentence patterns in order to construct various simple and compound sentence
- Form simple sentences
- Join independent clauses correctly to form compound sentences
- Choose the correct coordinating conjunction when forming compound sentences
- Recognize prepositional phrases in order to determine subject-verb agreement
- Determine how prepositional phrases function in a sentence (adjective or adverb)
- Use prepositional phrases to add additional information in a sentence
- Correctly use the intended word in a sentence
- Maintain parallel structure in writing, including when using transitional words and phrases
- Maintain consistent verb tense
- Punctuation compound sentences correctly
- Punctuate items in a series
- Punctuate transition words and phrases correctly
- Punctuate coordinate adjectives correctly
- Punctuate appositive phrases correctly
- Use semicolons to join independent clauses
- Capitalize pronoun I

- Capitalization
 - Pronoun: I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of a quote
- Punctuation
 - Ending punctuation
- Multiple meanings of words and phrases
- Various strategies to aid with determining the meaning of words and phrases

- Capitalize the first word in a sentence
- Capitalize proper nouns
- Capitalize the beginning of a quotation (when appropriate)
- Use appropriate ending punctuation in writing
- Determine meaning of words and phrases using various strategies
 - Context clues
 - Figurative language
 - Greek and Latin roots
 - Prefixes and suffixes
 - dictionaries/ thesauruses

Additional Arkansas State Standards

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).
- RL.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.
- RL.7.6 Analyze how an author develops and contrasts the points of view and/or perspectives of different characters or narrators in a text.
- W.7.1. 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.
- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5 Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize primary points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

