

Seventh Grade Reading and Writing Units of Instruction 2022-2023



UNIT 1: Foundations of Argumentation	UNIT 2: Informational	UNIT 3: Narrative	UNIT 4: Argumentative
<p>Prioritized Standards for 21-22</p> <p>RL.7.1</p> <ul style="list-style-type: none"> • RL.7.3 • RL.7.6 <p>RI.7.1</p> <ul style="list-style-type: none"> • RI.7.4 • RI.7.6 <p>RI.7.8</p> <p>C.7.1</p> <ul style="list-style-type: none"> • L.7.1 • L.7.2 	<p>Prioritized Standards for 21-22</p> <p>RI.7.2</p> <ul style="list-style-type: none"> • RI.7.3 <p>RI.7.4</p> <ul style="list-style-type: none"> • RI.7.5 <p>RI. 7.9</p> <ul style="list-style-type: none"> • RL.7.9 <p>C.7.2</p> <ul style="list-style-type: none"> • C.7.4 • L.7.4 	<p>Prioritized Standards for 21-22</p> <p>RL.7.1</p> <p>RL.7.2</p> <p>RL.7.4</p> <ul style="list-style-type: none"> • RL.7.5 • RL.7.7 • RL.7.9 • RI.7.10 <p>C.7.2</p> <ul style="list-style-type: none"> • C.7.3 • L.7.2 • L.7.5 	<p>Prioritized Standards for 21-22</p> <p>RI.7.1</p> <p>RI.7.8</p> <ul style="list-style-type: none"> • RI.7.7 <p>RI.7.9</p> <ul style="list-style-type: none"> • RL.7.10 <p>C.7.1</p> <ul style="list-style-type: none"> • C.7.5 • C.7.6 • C.7.7 • L.7.1 • L.7.3

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- Does **RL.9** need to be priority based on assessment items for this standard that use poetry as one of the texts to compare across two texts? Data is below proficiency for each grade level in middle grades.
- Does **RL/RI.6** need to be a priority according to district data?
- How are students showing mastery of **RI.7** especially when analyzing charts and graphs? Does this need to be a priority standard?

Grade 7 Reading and Writing



Priority Standards and Instructional Unit 1

7th Grade Reading and Writing Prioritized Standards for 22-23

Unit 1: Foundations of Argumentation

**** This unit is designed to build the foundational skills necessary for students to demonstrate solid argumentation skills when reading, composing, and discussing argumentative text. Compositions in this unit will be shorter (e.g., open-responses, brief essays), as the lengthier, more developed writing piece will be composed in Quarter 4.**

**** Priority standards will be *summatively assessed* throughout Quarter 1. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

RL 6.1	RL.7.1	RL.8.1	Priority Standard
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.6.3	RL.7.3	RL.8.3	Supporting Standard
Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the	Analyze how <i>particular</i> ELEMENTS OF A STORY OR DRAMA influence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a	

plot moves toward a resolution.		decision.	
RL.6.6	RL.7.6	RL.8.6	Supporting Standard
Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the <i>PERSPECTIVE of different characters or narrators</i> in a text	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	
RI.6.1	<u>RI. 7.1</u>	RI.8.1	<u>Priority Standard</u>
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as <i>inferences drawn</i> from the text,	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.4	RI.7.4	RI.8.4	Supporting Standard
Determine the meaning of words and phrases as	<i>Determine the meaning of words and phrases as</i>	Determine the meaning of words and phrases as	

<p>they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>they are used in a text, including figurative, connotative and <i>technical</i> meanings; analyze the impact of WORD CHOICES on meaning and TONE.</p>	<p>they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.</p>	
<p>RI.6.6</p>	<p>RI.7.6</p>	<p>RI.8.6</p>	
<p>Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.</p>	<p><i>Determine an author's PERSPECTIVE and PURPOSE</i> in a text, and analyze how the author distinguishes his or her position from that of others.</p>	<p>Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><u>Priority Standard</u></p>
<p>RI 6.8</p>	<p>RI.7.8</p>	<p>RI 8.8</p>	
<p>Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.</p>	<p><i>Identify</i> 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</p>	<p>Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	

C 6.1	C.7.1	C 8.1	Priority Standard
<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases and clauses to clarify the relationships among</p>	<p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. Use TRANSITIONS to <i>create cohesion and clarify the relationships among claims.</i></p> <p>e. Establish and</p>	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge and distinguish opposing claim (s) and counter/refute them, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to</p>	

<p>claim (s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach</p>	<p>maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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>create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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>	
L.6.1	L.7.1	L.8.1	Supporting Standard
<p>In both written and oral expression:</p> <p>a. Recognize vague pronouns and correct pronoun errors, including</p>	<p><i>In both written and oral expression:</i></p> <p><i>a. Create sentences using correctly placed CLAUSES AND PHRASES.</i></p>	<p>In both written and oral expression:</p> <p>a. Identify verbals correctly based on their intended function.</p>	

<p>but not limited to subjective, objective, possessive and intensive pronouns.</p> <p>b. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.</p>	<p><i>b. Demonstrate appropriate use of SIMPLE, COMPOUND, COMPOUND-COMPLEX SENTENCES to signal differing relationships among ideas.</i></p>	<p>b. Demonstrate appropriate use of verbs in the active and passive voice.</p> <p>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</p>	<p>Supporting Standard</p>
<p>L 6.2</p>	<p>L.7.2</p>	<p>L 8.2</p>	
<p>When writing:</p> <p>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</p>	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of a COMMA TO SEPARATE COORDINATE ADJECTIVES.</i></p> <p><i>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. .</i></p>	<p>When writing:</p> <p>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</p> <p>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</p> <p>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>Supporting Standard</p>

Grade 7 Reading and Writing



Priority Standards and Instructional Unit 2

**7th Grade Reading and Writing Prioritized Standards for 22-23
Unit 2: Informational**

**** Priority standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
RI.6.2	RI.7.2	RI.8.2	<u>Priority Standard</u>
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary	Determine CENTRAL IDEAS of a text and analyze their development through <i>citing textual evidence, paraphrasing or summarizing.</i>	Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	
RI.6.3	RI.7.3	RI.8.3	Supporting Standard
Analyze in detail how an author develops a key individual, event or idea over the course of a text	Analyze the INTERACTIONS BETWEEN INDIVIDUALS, EVENTS AND IDEAS <i>over the course of a text.</i>	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	

			Priority Standard
RI.6.4	RI.7.4	RI.8.4	
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.	<i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative, connotative and <i>technical meanings</i> ; analyze the impact of WORD CHOICES on meaning and TONE.	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	
			Supporting Standard
RI.6.5	RI.7.5	RI.8.5	
Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze the STRUCTURE <i>an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.</i>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
			Priority Standard
RI.6.9	RI.7.9	RI 8.9	
Compare/contrast how two or more authors present similar events.	Analyze how TWO OR MORE AUTHORS WRITING ABOUT THE SAME TOPIC	Analyze two or more texts with conflicting information on the same topic and	

	<i>present key information by emphasizing different evidence or advancing different interpretations of facts.</i>	identify where the texts disagree in fact or interpretation.	
RL.6.9	RL.7.9	RL.8.9	Supporting Standard
Compare/contrast how various forms or genres of texts approach a similar theme or topic	Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD <i>as a means to understand how authors use history.</i>	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	
C.6.2	C.7.2	C.8.2	Priority Standard
Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Produce clear and coherent writing in which	

the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

d. Use appropriate transitions to clarify the relationships among ideas and concepts.

e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from the information or explanation presented.

h. With some guidance, develop and strengthen

coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

d. Use appropriate TRANSITIONS to create cohesion and clarify the relationships among ideas and concepts.

e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

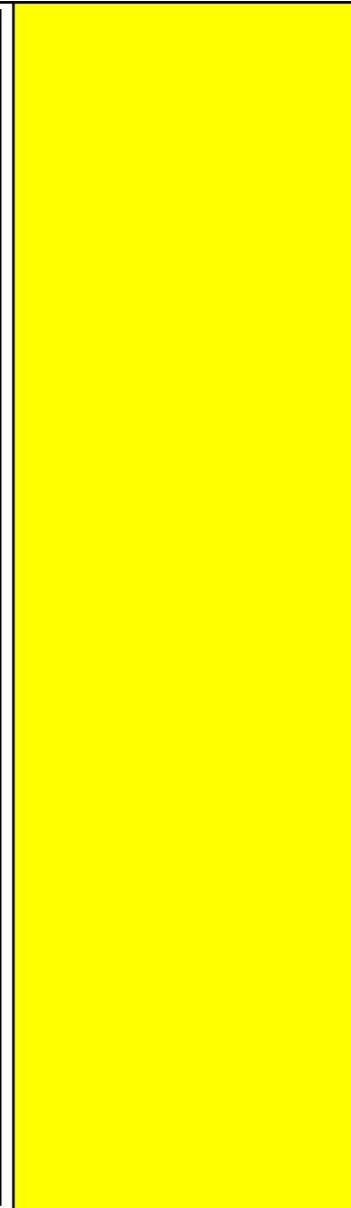
d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

h. With some guidance, develop and strengthen writing as needed by planning, revising, editing,



writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	h. With some guidance, 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.	rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	

			Supporting Standard
C.6.4	C.7.4	C.8.4	
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Supporting Standard
L.6.4	L.7.4	L.8.4	
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use Greek and Latin affixes and roots as clues to the meaning of a word.

c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

d. 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

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) **as a clue to the meaning of a word or phrase.**

b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.

c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

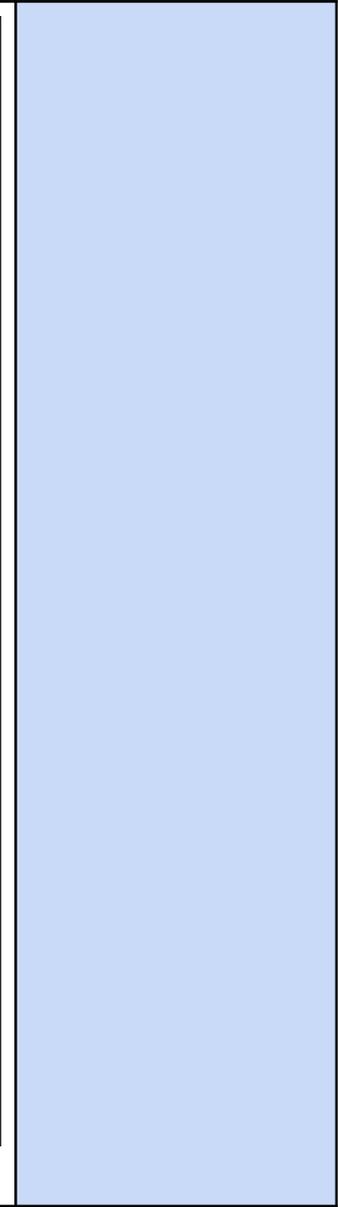
d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Grade 7 Reading and Writing



Priority Standards and
Instructional Unit 3

7th Grade Reading and Writing Prioritized Standards for 22-23

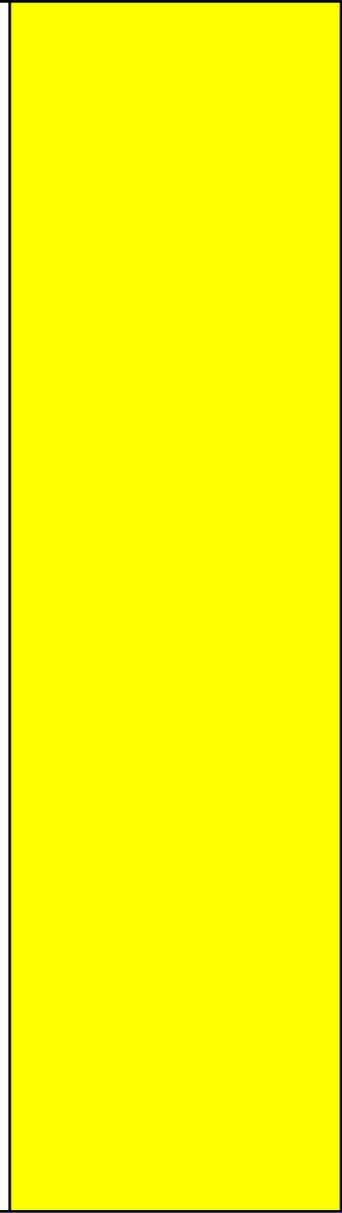
Unit 3: Narrative

** Priority standards will be <i>summatively assessed</i> throughout Quarter 3. All <i>supporting standards</i> are to be <i>formatively assessed</i>, driving reteaching and instructional adjustments to meet the needs of all students.			
MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
RL 6.1	<u>RL.7.1</u>	RL.8.1	Priority Standard
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.6.2	<u>RL.7.2</u>	RL.8.2	Priority Standard
Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	Determine THEMES of a text and analyze their development <i>through citing textual evidence, paraphrasing or summarizing.</i>	Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	

RL.6.4	RL.7.4	RL.8.4	Priority Standard
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	<i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative and connotative meanings; analyze the impact of RHYMES AND OTHER REPETITIONS OF SOUNDS on a passage.	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 but not limited to analogies or allusions to other texts.	
RL.6.5	RL.7.5	RL.8.5	Supporting Standard
Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	Analyze how the <i>form or STRUCTURE of a drama, poem or prose text</i> contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style	

RL.6.7	RL.7.7	RL.8.7	Supporting Standard
Compare/contrast reading a print text and viewing its visual/oral presentation.	<p>**Teacher preference on Determination of Unit</p> <p>Compare/contrast <i>reading a print text and viewing its visual/oral presentation, analyzing the effects of</i> TECHNIQUES UNIQUE TO EACH MEDIUM.</p>	Analyze the extent to which a filmed/ live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	
RL.6.9	RL.7.9	RL.8.9	Supporting Standard
Compare/contrast how various forms or genres of texts approach a similar theme or topic	<p>Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD <i>as a means to understand how authors use history.</i></p>	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	
RI.6.10	RI.7.10	RI.8.10	Supporting Standard
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	

<p>monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade level appropriate informational texts independently and proficiently.</p>	<p>(i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p style="text-align: center;">Priority Standard</p>
<p>C.6.2</p>	<p>C.7.2</p>	<p>C.8.2</p>	<p style="text-align: center;">Priority Standard</p>
<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <i>b. Introduce a topic clearly; organize ideas, concepts and information, using</i></p>	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include</p>	

<p>strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>h. With some guidance, 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>strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p><i>d. Use appropriate TRANSITIONS to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, 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>formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, 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>	
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C.6.3	C.7.3	C.8.3	
<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well structured event sequences.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p>D. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and</p>	<p>Compose NARRATIVES to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or</p>	<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p>D. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p>	<p>Supporting Standard</p>

<p>phrases, relevant descriptive details and sensory language to convey experiences and events. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>characters. <i>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</i> <i>e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.</i> f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach</p>	<p>Supporting Standard Revised for 2022-23</p>
<p>L 6.2</p>	<p>L.7.2</p>	<p>L 8.2</p>	<p>Supporting Standard Revised for 2022-23</p>
<p>When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical</p>	<p>When writing: <i>a. Demonstrate appropriate use of a COMMA TO SEPARATE COORDINATE ADJECTIVES.</i> <i>b. Demonstrate appropriate</i></p>	<p>When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate</p>	

<p>elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</p>	<p><i>use of strategies and resources (print and electronic) to identify and correct spelling errors. .</i></p>	<p>an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>Supporting Standard</p>
<p>L.6.5</p>	<p>L.7.5</p>	<p>L.8.5</p>	<p>Supporting Standard</p>
<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.</p>	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to ALLUSIONS, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.</p>	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.</p>	

Grade 7 Reading and Writing



Priority Standards and Instructional Unit 4

7th Grade Reading and Writing Prioritized Standards for 22-23

Unit 4: Argumentative

**** Priority standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

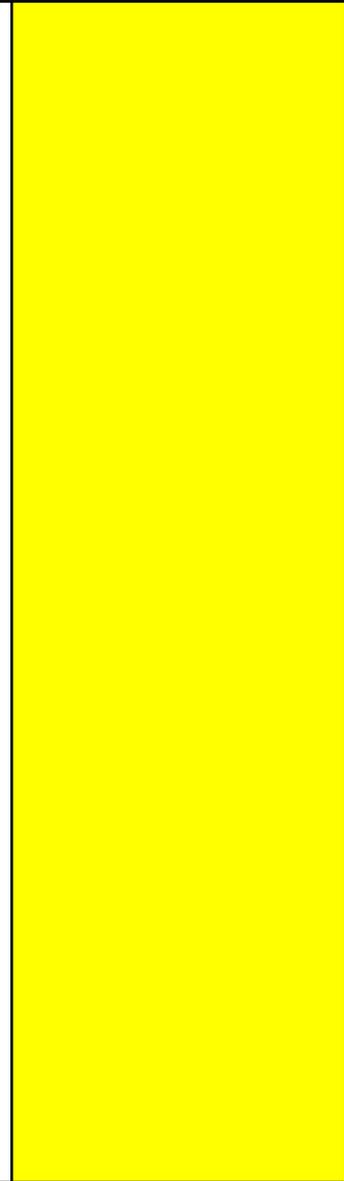
MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

RL.6.10	RL.7.10	RL.8.10	Supporting Standard
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze gradelevel appropriate informational texts independently and proficiently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	

RI.6.1	RI. 7.1	RI.8.1	Priority Standard
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.7	RI.7.7	RI.8.7	Supporting Standard
Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue	Compare/contrast a print to a non-print version of a text, analyzing each media's PORTRAYAL OF THE SUBJECT and its impact on the audience.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	
RI 6.8	RI.7.8	RI 8.8	Priority Standard
Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	<i>Identify</i> 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	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	

			Priority Standard
RI.6.9	RI.7.9	RI 8.9	
Compare/contrast how two or more authors present similar events.	Analyze how TWO OR MORE AUTHORS WRITING ABOUT THE SAME TOPIC present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	
			Priority Standard
C 6.1	C.7.1	C 8.1	
Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. b. Introduce claim(s) and organize the reasons and evidence clearly.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim (s) and counter/refute them,	

<p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases and clauses to clarify the relationships among claim (s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach</p>	<p>relevant evidence, using accurate, credible sources and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. Use TRANSITIONS to <i>create cohesion and clarify the relationships among claims.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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>and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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>	
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			Supporting Standard
C.6.5	C.7.5	C.8.5	
Conduct short research projects to answer a question, drawing on several sources.	Conduct short RESEARCH projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating new avenues for inquiry.	
			Supporting Standard
C.6.6	C.7.6	C.8.6	
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliog	<i>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</i>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	

			Supporting Standard
C.6.7	C.7.7	C.8.7	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i>	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.	
			Supporting Standard Revised for 2022-23
L.6.1	L.7.1	L.8.1	
In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	<i>In both written and oral expression:</i> <i>a. Create sentences using correctly placed CLAUSES AND PHRASES.</i> <i>b. Demonstrate appropriate use of SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES to signal differing relationships among ideas.</i>	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	

L.6.3	L.7.3	L.8.3	Supporting Standard
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.</p>	<p><i>Use knowledge of language and its conventions</i> when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, <i>recognizing and eliminating wordiness and redundancy.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	