



Dover Area School District Curriculum K-U-D
Grade 7 ELA

Standards	Eligible Content	Know	Understand	Do
Informational Text				
CC.1.2.7.A 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.	E07-A-K.1.1.2 Determine the central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Central ideas, details, and objective summary	Summaries are written using central ideas and details from a text.	-Students will be able to determine a central idea of a text. -Students will be able to write an objective summary of a text.
CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07-B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Inferences, conclusion, generalization, text evidence, and analysis	Inferences and conclusions should be supported with appropriate, cited textual evidence.	-Students will be able to find and cite textual evidence. -Students will be able to draw inferences, conclusions, and generalizations based on a text.
CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	E07-B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Individuals, events, and ideas in a text	Individuals, ideas, and events all interact and influence one another in a text.	-Students will be able to analyze the interactions between ideas and events in a text.
CC.1.2.7.D 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.	E07-B-C.2.1.1 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.	Point of view and author's purpose	Author's can have different points of view from others.	-Students will be able to determine the point of view of a text. -Students will be able to distinguish the author's point of view from other points of view in a text.
CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	E07-B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	- Text features: graphics, charts, bolded words, headings, and subheadings - Text structure: sequence of events, chronological order, compare/contrast, problem/solution, and cause/effect	Authors choose specific text features and structures to help their audience understand the purpose of their text.	-Students will be able to determine how parts of a text contribute to the development of ideas throughout the whole work. -Students will be able to identify text features in a text. -Students will be able to identify the structure of a text.
CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	E07-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text. E07-B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). E07-B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	E07-B-V.4.1.1: word function and Greek & Latin roots & affixes E07-B-V.4.1.2: analogy, allusion, metaphor, personification, simile, idiom, hyperbole, onomatopoeia, synonym/antonym, and connotation/denotation E07-B-C.2.1.3: technical language, mood, and tone	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine the meaning of unknown and multiple-meaning words. -Students will be able to use grade-appropriate Greek or Latin affixes and roots. -Students will be able to demonstrate an understanding of figurative language. -Students will be able to analyze how word choice impacts the tone/voice of a text.
CC.1.2.7.G 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).	N/A	story elements, visual elements (stills, animations etc.) technical terms, sound elements (music, narration, etc.)	Multimedia elements can change the way a text is perceived.	-Students will be able to compare and contrast a written text to a multimedia version of the text.



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<p>CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p>	<p>E07-B-C.3.1.1 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.</p>	<p>Argument, claim, reasoning, sound reasoning, and evidence</p>	<p>Arguments should be evaluated based on sound reasoning and evidence.</p>	<p>-Students will be able to evaluate an author’s argument. -Students will be able to analyze an author’s reasoning and claims of an argumentative text. -Students will be able to determine the relevance of evidence found in an argument.</p>
<p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.</p>	<p>E07-B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Authors, key information, evidence, fact, and opinion</p>	<p>Authors can present information on the same topic differently.</p>	<p>-Students will be able to compare and contrast how two authors deliver information on the same topic.</p>
<p>CC.1.2.7.J 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>	<p>E07-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.</p> <p>E07-B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>E07-B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</p>	<p>E07-B-V.4.1.1: word function, Greek & Latin roots & affixes, and technical meaning</p> <p>E07-B-V.4.1.2: analogy, allusion, metaphor, personification, simile, idiom, hyperbole, onomatopoeia, synonym/antonym, and connotation/denotation</p> <p>E07-B-C.2.1.3: technical language, mood, and tone</p>	<p>-If we don't know what a word or phrase means, we should use a strategy to figure it out.</p> <p>-Words and phrases can have multiple meanings based on their context within a text.</p>	<p>-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes or roots. -Students will be able to demonstrate an understanding of figurative language. -Students will be able to demonstrate an understanding of words' technical meanings in a text.</p>
<p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>E07-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.</p>	<p>Word function, Greek & Latin roots & affixes, and technical meaning</p>	<p>-If we don't know what a word or phrase means, we should use a strategy to figure it out.</p> <p>-Words and phrases can have multiple meanings based on their context within a text.</p>	<p>-Students will be able to determine the meaning of unknown and multiple-meaning words. -Students will be able to use grade-appropriate Greek or Latin affixes and roots. -Students will be able to demonstrate their understanding of figurative language. -Students will be able to determine the meaning of technical words and phrases seen in a variety of texts.</p>
<p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>N/A</p>	<p>Comprehension, non-fiction, and informational text</p>	<p>It is important to read and understand literary non-fiction.</p>	<p>-Students will be able to read and comprehend literary nonfiction and informational text. -Students will be able to read independently.</p>
<p>CC.1.3.7.A 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.</p>	<p>E07-A-K.1.1.2 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.</p>	<p>Theme, main idea/central idea, details, and objective summary</p>	<p>-The theme of a story helps us to determine a life lesson that we can apply to our daily lives.</p> <p>-Summaries are written using centrals ideas and details from a text.</p>	<p>-Students will be able to determine a theme or central idea of a text. -Students will be able to analyze the development of a theme over the course of a text. -Students will be able to provide an objective summary of a text.</p>
<p>Literature Text</p>				



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CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Inferences, conclusion, generalization, text evidence, and analysis	Inferences and conclusions should be supported with appropriate, cited textual evidence.	-Students will be able to find and cite textual evidence. -Students will be able to draw inferences, conclusions, and generalizations based on a text.
CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).	Drama: drama/play, script, characters, plot, dialogue, playwright, narrator, setting, and stage directions Poetry: poem, form, lines, stanza, and speaker	Literary elements interact with one another to advance the plot of a text or a poem.	-Students will be able to analyze how elements of story, drama, or poem interact with one another.
CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the craft and structure in literature; points of view of different characters or narrators in a text.	Point of view (first, second and third person), character, narrator, structure of a text	Authors can use different points of view and text structures to develop a text.	-Students will be able to analyze how an author's develops the craft and structure in literature. -Students will be able to compare and contrast how point of view impacts the characters and/or narrators in a text.
CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.	E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Drama: drama/play, script, characters, plot, dialogue, playwright, narrator, setting, and stage directions Poetry: poem, form, lines, stanza, speaker, soliloquy, and sonnet	How a drama or poem is written can affect its meaning.	-Students will be able to analyze how a drama or poem's form or structure contributes to its meaning.
CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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. E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	E07.A-C.2.1.3 connotation and denotation, rhyme, repetition, alliteration, stanza, figurative meanings (simile, metaphor, personification, etc.) E07.A-V.4.1.1 word function and Greek and Latin affixes and roots E07.A-V.4.1.2 connotation and denotation, alliteration, allusion, nuances, figurative meanings (simile, metaphor, personification, etc.)	-If we don't know what a word or phrase means, we should use a strategy to figure it out. -Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine the difference between figurative and connotative meanings. -Students will be able to analyze the impact of rhymes and other repetitions of sounds in poetry and drama. -Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate their knowledge of Greek or Latin affixes and roots. -Students will be able to demonstrate their comprehension of figurative language, word relationships and nuances.
CC.1.3.7.G 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).	N/A	story elements, visual elements (stills, animations etc.) technical terms, sound elements (music, narration, etc.)	Multimedia elements can change the way a text is perceived.	-Students will be able to compare and contrast a written text to a multimedia version of the text.
CC.1.3.7.H 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.	E07.A-C.3.1.1 Compare and contrast a fictional portrayal of a connections within, between, time, place, or character and a historical account of and/or among texts. the same period as a means of understanding how authors of fiction use or alter history.	Fictional portrayal, historical account, author, and compare and contrast	Authors can portray the same historical event using non-fiction or fiction. Also, authors can add elements to a historical event to make it more interesting.	-Students will be able to compare and contrast a fictional portrayal of a connections involving time, place, characters and historical accounts among texts. -Students will be able to analyze how authors of fiction can use or alter history.



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<p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>E07.A-V.4.1.1 word function and Greek and Latin affixes and roots</p>	<p>-If we don't know what a word or phrase means, we should use a strategy to figure it out.</p> <p>-Words and phrases can have multiple meanings based on their context within a text.</p>	<p>-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>-Students will be able to demonstrate knowledge of Greek or Latin affixes or roots.</p>
<p>CC.1.3.7.J 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>	<p>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.</p> <p>E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>E07.A-C.2.1.3 connotation and denotation, rhyme, repetition, alliteration, stanza, figurative meanings (simile, metaphor, personification, etc.)</p> <p>E07.A-V.4.1.1 word function and Greek and Latin affixes and roots</p>	<p>-If we don't know what a word or phrase means, we should use a strategy to figure it out.</p> <p>-Words and phrases can have multiple meanings based on their context within a text.</p>	<p>-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>-Students will be able to demonstrate knowledge of Greek or Latin roots and affixes.</p> <p>-Students will be able to demonstrate knowledge of figurative meanings, word relationships, and nuances in word meanings.</p> <p>-Students will be able to interpret figures of speech in context.</p> <p>-Students will be able to differentiate between connotation and denotation.</p>
<p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>N/A</p>	<p>Comprehension, fiction, and fictional text</p>	<p>It is important to read and understand literature text.</p>	<p>-Students will be able to read and comprehend literature text.</p> <p>-Students will be able to read independently.</p>
Writing				
<p>CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p>N/A</p>	<p>Informative/explanatory texts</p>	<p>Informative and explanatory texts should convey ideas, concepts and information clearly.</p>	<p>-Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>-Students will be able to write with organizational structure to convey information.</p>
<p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p>	<p>E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</p> <p>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>Topic, organization, definition, classification, compare and contrast, cause and effect, and writer's purpose</p>	<p>The introduction paragraph to an informational writing piece should give the reader a preview of what the rest of the text is going to be about.</p>	<p>-Students will be able to write an introduction paragraph for an explanatory essay.</p>
<p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aid in comprehension.</p>	<p>E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).</p>	<p>Topic, facts, definitions, details, quotations, examples, analysis, claim, opinion, idea, and inference</p>	<p>The body paragraphs of an informational writing piece should be written using facts that can be backed up and proven with evidence.</p>	<p>-Students will be able to develop an analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences.</p>



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<p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	<p>E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented. E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p>	<p>Audience, organizational structure, classification, compare and contrast, cause and effect, transitions, conclusion, opinion, and fact</p>	<p>An informational/explanatory writing piece should follow an organizational structure and use transitions between paragraphs. The paragraphs should be written in the following order: introduction, body paragraphs, and conclusion.</p>	<p>-Students will be able to organize ideas, concepts, and information using a variety of strategies (definition, classification, compare/contrast, and cause/effect). -Students will be able to utilize appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Students will be able to provide a strong concluding section that supports the information located in their writing. -Students will be able to logically organize ideas to support the writer's purpose.</p>
<p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p>	<p>E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E07.C.1.2.5 Establish and maintain a formal style. E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style. E07.D.2.1.3 Maintain consistency in style and tone. E07.D.2.1.4 Choose punctuation for effect. E07.D.2.1.5 Choose words and phrases for effect. E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E07.E.1.1.5 Establish and maintain a formal style.</p>	<p>Precise language, domain-specific vocabulary, formal style, wordiness, redundancy, style, tone, punctuation, and precise language</p>	<p>Authors write using different styles and techniques for different purposes.</p>	<p>-Students will be able to accurately use precise language and domain-specific vocabulary relating to a variety of topics. -Students will be able to establish and write with a formal style. -Students will be able to write with a variety of language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. -Students will be able to write using a consistent style and tone. -Students will be able to correctly utilize punctuation in their writing. -Students will be able to choose specific words and phrases to create an effect. -Students will be able to accurately use domain-specific vocabulary to inform about or explain a topic. -Students will be able to write using a formal style.</p>



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<p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.* E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.* E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.* E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not short. He wore an old[,] green shirt). E07.D.1.2.2 Spell correctly. E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E07.D.1.2.4 Use punctuation to separate items in a series.*</p>	<p>Phrase, clause, simple sentence, compound sentence, complex sentence, misplaced and dangling modifier, pronoun, vague pronoun, shifts in verb tense, complete sentence, fragment, run-on sentence, pronoun-antecedent agreement, subject-verb agreement, coordinate adjectives, comma, parentheses, and dashes</p>	<p>When writing, the English language has rules to follow so that we can understand written works.</p>	<ul style="list-style-type: none"> -Students will be able to explain the function of phrases and clauses in sentences. -Students will be able to analyze and determine the differences among simple, compound, complex, and compound-complex sentences. -Students will be able to recognize and correct inappropriate shifts in pronoun number and person. -Students will be able to recognize and correct vague pronouns. -Students will be able to recognize and correct inappropriate shifts in verb tense. -Students will be able to produce complete sentences. -Students will be able to recognize and correct inappropriate fragments and run-on sentences. -Students will be able to correctly use frequently confused words. -Students will be able to correctly use punctuation in all written work (including commas, parenthesis, and dashes).
<p>CC.1.4.7.G Write arguments to support claims.</p>	<p>N/A</p>	<p>Argument and claim</p>	<p>Argumentative essays should be written to support the author's claim.</p>	<ul style="list-style-type: none"> -Students will be able to write an argumentative essay. -Students will be able to support a claim throughout an argumentative essay.
<p>CC.1.4.7.H Introduce and state an opinion on a topic.</p>	<p>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>Claim, opposing claim, reasons, evidence, audience, opinion, organizational structure, and writer's purpose</p>	<p>Claims and opinions must be backed up with reasons and evidence.</p>	<ul style="list-style-type: none"> -Students will be able to introduce a claim(s) for the target audience. -Students will be able to support their claim(s) with factual evidence to prove their stance. -Students will be able to organize reasons and evidence in a logical way to strengthen their arguments. -Students will be able to identify the counterclaim/opposing claim for an argument.
<p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p>	<p>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).</p>	<p>Claim, opposing claim, reasons, evidence, audience, opinion, organizational structure, and writer's purpose</p>	<p>An argumentative writing piece should introduce and address a counterclaim that opposes the author's original claim.</p>	<ul style="list-style-type: none"> -Students will be able to introduce claim(s) for the intended audience. -Students will be able to acknowledge alternate or opposing claims. -Students will be able to support the writer's purpose by logically organizing reasons and evidence. -Students will be able to develop an analysis of a text using relevant evidence from text(s).



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Standards	Eligible Content	Know	Understand	Do
<p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented. E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p>	<p>Claim, audience, opposing claim, audience, writer's purpose, reasons, opinion, transition, and conclusion</p>	<p>The organization of reasons and evidence in an argumentative writing piece can either strengthen or weaken a writing piece.</p>	<p>-Students will be able to introduce claim(s) for the intended audience. -Students will be able to logically organize the reasons and evidence from a text(s) in order to support the writer's purpose. -Students will be able to successfully create a concluding section that reinforces the claims and reasons presented in a text. -Students will be able to use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
<p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p>	<p>E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E07.C.1.2.5 Establish and maintain a formal style. E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style. E07.D.2.1.3 Maintain consistency in style and tone. E07.D.2.1.4 Choose punctuation for effect. E07.D.2.1.5 Choose words and phrases for effect. E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E07.E.1.1.5 Establish and maintain a formal style.</p>	<p>Precise language, domain-specific vocabulary, formal style, wordiness, redundancy, style, tone, punctuation, and precise language</p>	<p>Authors write using different styles and techniques for different purposes.</p>	<p>-Students will be able to accurately use precise language and domain-specific vocabulary relating to a variety of topics. -Students will be able to establish and write with a formal style. -Students will be able to write with a variety of language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. -Students will be able to write using a consistent style and tone. -Students will be able to correctly utilize punctuation in their writing. -Students will be able to choose specific words and phrases to create an effect. -Students will be able to accurately use domain-specific vocabulary to inform about or explain a topic. -Students will be able to write using a formal style.</p>



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Standards	Eligible Content	Know	Understand	Do
<p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.* E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.* E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.* E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not short. He wore an old[,] green shirt). E07.D.1.2.2 Spell correctly. E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E07.D.1.2.4 Use punctuation to separate items in a series.*</p>	<p>Phrase, clause, simple sentence, compound sentence, complex sentence, misplaced and dangling modifier, pronoun, vague pronoun, shifts in verb tense, complete sentence, fragment, run-on sentence, pronoun-antecedent agreement, subject-verb agreement, coordinate adjectives, comma, parentheses, and dashes</p>	<p>When writing, the English language has rules to follow so that we can understand written works.</p>	<ul style="list-style-type: none"> -Students will be able to explain the function of phrases and clauses in sentences. -Students will be able to analyze and determine the differences among simple, compound, complex, and compound-complex sentences. -Students will be able to recognize and correct inappropriate shifts in pronoun number and person. -Students will be able to recognize and correct vague pronouns. -Students will be able to recognize and correct inappropriate shifts in verb tense. -Students will be able to produce complete sentences. -Students will be able to recognize and correct inappropriate fragments and run-on sentences. -Students will be able to correctly use frequently confused words. -Students will be able to correctly use punctuation in all written work (including commas, parenthesis, and dashes).
<p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p>	<p>N/A</p>	<p>Narrative and personal narrative</p>	<p>Narratives can be stories about real or imagined (made up) experiences.</p>	<ul style="list-style-type: none"> -Students will be able to read and write different narratives about real or imagined experiences or events.
<p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>E07.C.1.3.1 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 to support the writer's purpose.</p>	<p>Point of view, narrator, characters, and writer's purpose</p>	<p>Characters, narrator, and point of view are used in a narrative to help the reader understand story events.</p>	<ul style="list-style-type: none"> -Students will be able to establish a context and point of view that engages a reader. -Students will be able to organize an event sequence that unfolds naturally and logically.
<p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Dialogue, description, characters, precise words, phrases, descriptive details, and sensory language</p>	<p>Narrative techniques can help the reader picture the story in their minds.</p>	<ul style="list-style-type: none"> -Students will be able to utilize a variety of narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters. -Students will be able to correctly use precise words and phrases, descriptive details, and sensory language.
<p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p>	<p>E07.C.1.3.1 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 to support the writer's purpose. E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Point of view, narrator, characters, writer's purpose, transitions, and conclusion</p>	<p>Authors of narratives use organizational structure and transitions so their stories are easy to follow.</p>	<ul style="list-style-type: none"> -Students will be able to engage the reader by establishing a context and point of view that supports the writer's purpose. -Students will be able to strategically organize an event sequence that unfolds naturally and logically to support the writer's purpose. -Students will be able to use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. -Students will be able to provide a conclusion that follows from and reflects on the narrated experiences or events.



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Standards	Eligible Content	Know	Understand	Do
<p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice.</p>	<p>E07.C.1.3.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style. E07.D.2.1.3 Maintain consistency in style and tone. E07.D.2.1.4 Choose punctuation for effect. E07.D.2.1.5 Choose words and phrases for effect.</p>	<p>Precise language, wordiness, redundancy, style, tone, punctuation, precise language, style, and tone</p>	<p>Authors write using different styles and techniques for different purposes.</p>	<p>-Students will be able to write with a variety of language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. -Students will be able to write using a consistent style and tone. -Students will be able to correctly utilize punctuation in their writing. -Students will be able to choose specific words and phrases to create an effect.</p>
<p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.* E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.* E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.* E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not short. He wore an old[,] green shirt). E07.D.1.2.2 Spell correctly. E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E07.D.1.2.4 Use punctuation to separate items in a series.*</p>	<p>Phrase, clause, simple sentence, compound sentence, complex sentence, misplaced and dangling modifier, pronoun, vague pronoun, shifts in verb tense, complete sentence, fragment, run-on sentence, pronoun-antecedent agreement, subject-verb agreement, coordinate adjectives, comma, parentheses, and dashes</p>	<p>When writing, the English language has rules to follow so that we can understand written works.</p>	<p>-Students will be able to explain the function of phrases and clauses in sentences. -Students will be able to analyze and determine the differences among simple, compound, complex, and compound-complex sentences. -Students will be able to recognize and correct inappropriate shifts in pronoun number and person. -Students will be able to recognize and correct vague pronouns. -Students will be able to recognize and correct inappropriate shifts in verb tense. -Students will be able to produce complete sentences. -Students will be able to recognize and correct inappropriate fragments and run-on sentences. -Students will be able to correctly use frequently confused words. -Students will be able to correctly use punctuation in all written work (including commas, parenthesis, and dashes).</p>
<p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s). E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E07.E.1.1.5 Establish and maintain a formal style. E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p>	<p>Audience, organizational structure, classification, compare and contrast, cause and effect, transitions, conclusion, opinion, fact, formal style, and conclusion</p>	<p>When writing a literary analysis, it is important to use an organizational structure as well as transitions, precise language, formal style, and include a conclusion.</p>	<p>-Students will be able to pull out specific evidence from a text to support an analysis. -Students will be able to create an organizational structure in which ideas are logically grouped to support. -Students will be able to develop an analysis using evidence from the text. -Students will be able to incorporate appropriate transitions in their writing to create cohesion. -Students will be able to use precise language and domain specific vocabulary.</p>



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Standards	Eligible Content	Know	Understand	Do
CC.1.4.7.T 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.	N/A	Peers, adults, planning, revising, editing, and rewriting	Our writing can be strengthened with support and guidance from peers and adults.	-Students will be able to self and peer edit.
CC.1.4.7.U 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.	N/A	Technology, publish, and cite sources	Since writing is able to be published on the Internet, it is important to cite sources.	-Students will be able to publish writing using the Internet. -Students will be able to cite sources when using research in a writing piece.
CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	N/A	Research projects, sources, research, and investigation	To complete a research project, use various relevant sources and focused questions.	-Students will be able to complete short research projects using credible sources.
CC.1.4.7.W 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.	N/A	Print and digital source, search term, credibility, accuracy, quote, paraphrase, plagiarism, and citation	When gathering information from various sources, it's important to assess credibility and quote or paraphrase information to avoid plagiarism.	-Students will quote or paraphrase information to avoid plagiarism. -Students will be able to assess the credibility of various sources.
CC.1.4.7.X 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.	N/A	Research, reflection, revision, purpose, audience, and task	Authors write for different purposes using different amounts of time.	-Students will be able to follow the writing process, including research, reflection, and revision for various writing tasks.
Speaking & Listening				
CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	N/A	Collaborative discussions, contribute, ideas, expression, and engage	It's important to be able to engage in an effective collaborative discussion.	-Students will be able to have meaningful discussions with one other.
CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	N/A	Delineate, argument, claim, sound reasoning, and evidence	When evaluating a speaker's argument, determine the soundness of their claim and evidence.	-Students will be able to successfully evaluate a speaker's reasoning.
CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	N/A	Main ideas, supporting details, and diverse media formats	Information presented in diverse media formats can help to clarify a topic or text.	-Students will be able to identify the main idea of various media in formats other than written text.
CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	N/A	Claim, salient points, facts, details, examples, eye contact, volume, and pronunciation	When presenting, focus on prominent details while maintaining appropriate eye contact, volume, and pronunciation.	-Students will be able to present claims and findings in an appropriate way.
CC.1.5.7.E Adapt speech to a variety of contexts and tasks.	N/A	Adapt speech and task	Speech can be adapted for various reasons and tasks.	-Students will be able to adapt speech depending on the task.
CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	N/A	Multimedia components, visual display, and presentation	Visual displays and multimedia elements can help to enhance an oral or digital presentation.	-Students will be able to present (orally or digitally) using visual displays and multimedia elements to enhance their presentation.
CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	N/A	Conventions and speaking	When presenting, follow the rules of standard English so that your audience understands the presentation.	-Students will be able to use conventions correctly when speaking/presenting.