

Language Arts Grade 7 - Lesson Index

Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Capitalizing Proper Nouns	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	32	3	1-2
2	Capitalizing Proper Nouns		34	4	
3	Capitalizing Quotations		36	5	
4	Capitalizing Quotations		38	6	
A1	Assessment – Capitalizing Quotations & Proper Nouns		40	7	
5	Capitalization of Titles	L.7.2	42	9	1-2
6	Capitalization of Titles		44	10	
7	Capitalization of Parts of a Formal Letter		46	11	
8	Capitalization of Parts of a Formal Letter		48	12	
A2	Assessment – Capitalizing Parts of Letters and Titles		50	13	

Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	56	15	1-2
2	Commas		58	16	
3	Commas	L.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).	60	17	
4	Commas		62	18	
A1	Assessment - Correct Punctuation	L.7.2, L.7.2a	64	19	
5	Using Hyphens	L.7.2	66	21	1-2
6	Using Brackets		68	22	
7	Punctuation		70	23	
8	Punctuating Quotations		72	24	
A2	Assessment - Punctuate Correctly		74	25	
Punctuation Performance Lesson – Working with Adjectives			76	27-28	3

Language Arts Grade 7 - Lesson Index

Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Phrases	L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.	82	29	1-2
2	Phrases		84	30	
3	Clauses		86	31	
4	Clauses		88	32	
A1	Assessment – Phrases and Clauses		90	33	
5	Recognizing and Correcting Modifiers	L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	92	35	1-2
6	Recognizing and Correcting Modifiers		94	36	
7	Identifying Dependent Clauses	L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	96	37	
8	Writing Compound-Complex Sentences		98	38	
A2	Assessment – Modifiers; Compound-Complex Sentences	L.7.1b, L.7.1c	100	39	
Grammar and Usage Performance Lesson – Phrases and Sentences			102-103	41-45	3
9	Using Subordination	L.7.1b	110	46	1-2
10	Using Coordination and Subordination		112	47	
11	Choosing Among Different Sentence Types		114	48	
12	Choosing Among Different Sentence Types		116	49	
A3	Assessment – Sentence Structure		118	50	
13	Modifiers	L.7.1c	120	51	1-2
14	Misplaced Modifiers		122	52	
15	Dangling Modifiers – Fix Spacing		124	53	
16	Misplaced and Dangling Modifiers		126	54	
A4	Assessment – Modifiers		128	55	
Grammar and Usage Performance Lesson 2 – Modify This			130	57-58	3

Language Arts Grade 7 - Lesson Index

Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Homophones	L.7.2b: Spell correctly.	136	59	1-2
2	Adding Suffixes		138	60	
3	Adding Suffixes and Inflections		140	61	
4	Adding Suffixes and Inflections		142	62	
A1	Assessment – Identifying Correct Spelling		144	63	
5	Frequently Misspelled Words	L.7.2b	146	65	1-2
6	Frequently Misspelled Words		148	66	
7	Spelling Foreign Words		150	67	
8	Spelling Foreign Words		152	68	
A2	Assessment – Using Correct Spelling		154	69	

Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Choosing Precise and Concise Language	L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	160	71	1-2
2	Choosing Precise and Concise Language		162	72	
3	Recognize and Eliminate Wordiness		164	73	
4	Recognize and Eliminate Redundancy		166	74	
A1	Assessment – Word Choice		168	75	
Knowledge of Language Performance Lesson – Improving Word Choice			170-171	77-78	3

Language Arts Grade 7 - Lesson Index

Integrated Project 1: *Seven Wonders of the World*

Overview: Students research one of the Seven Wonders of the Ancient World. They write a travel guide and include an illustration and a map. They share their draft in groups with others who have chosen the same wonder. They edit and proofread the guide and share it in front of the class.

Product: Students write, edit and proofread a travel guide to one of the Seven Wonders of the Ancient World.

Integrates the following standards:

Capitalization, Punctuation, Grammar and Usage, Spelling,
Knowledge of Language, Writing, Speaking and Listening

Student Edition Pages: 74-84

Teacher Edition Pages: 175-188

DOK Level 4

Language Arts Grade 7 - Lesson Index

Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Interactions	RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	196	85	1-2
2	Interactions		198	86	
3	Interactions		200	87	
4	Text Evidence		202	88	
A1	Assessment – Text Evidence		204	89	
5	Interactions	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	206	91	1-2
6	Interactions		208	92	
7	Word Meaning	RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	210	93	
8	Word Meaning		212	94	
A2	Assessment – Interactions and Word Meaning	RI.7.1, RI.7.4	214	95	
Text for Lessons 9-12, Assessment 3: Clouds			216	97	
9	Central Ideas	RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	218	98	1-2
10	Central Ideas		220	99	
11	Summary		222	100	
12	Summary		224	101	
A3	Assessment – Central Ideas and Objective Summary		226	102	
13	Text Structure	RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	228	103	1-2
14	Text Structure		230	104	
15	Text Structure		232	105	
16	Text Structure		234	106	
A4	Assessment – Text Structure		236	107	
Reading Informational Text Performance Lesson – <i>The Day that Changed Everything</i>			238-239	109-114	3

Language Arts Grade 7 - Lesson Index

Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Author's Purpose and Point of View	RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	246	115	1-2
18	Author's Purpose and Point of View		248	116	
19	Word Choice / Meaning and Tone	RI.7.4	250	117	
20	Word Choice / Meaning and Tone		252	118	
A5	Assessment – Author's Purpose; POV; Word Choice, Meaning and Tone	RI.7.4, RI.7.6	254	119	
21	Trace and Evaluate Arguments	RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	256	121	1-2
22	Trace and Evaluate Arguments		258	122	
23	Trace and Evaluate Arguments		260	123	
24	Trace and Evaluate Arguments		262	124	
A6	Assessment – Trace and Evaluate an Argument		264	125	
Reading Informational Text Performance Lesson 2 – Election Night Victory Speech			266-267	127-134	3

Language Arts Grade 7 - Lesson Index

Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Planning an Argument from a Prompt	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	282	135	1-2
2	Writing an Introductory Paragraph	W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	284	136	
3	Supporting a Claim with Logic and Evidence	W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	286	137	
4	Supporting Claims with Logic and Evidence		288	138	
A1	Assessment – Argument	W.7.1, W.7.1a, W.7.1b	290	139	
5	Conclusion from an Argument Prompt	W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.	292	141	1-2
6	Clarifying Claims, Reasons, and Evidence	W.7.1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence	294	142	
7	Establish and Maintain Formal Style	W.7.1d: Establish and maintain a formal style.	296	143	
8	Clarifying Claims, Reasons, and Evidence in Formal Style	W.7.1, W.7.1c, W.7.1d	298	144	
A2	Assessment – Self-Check	W.7.1, W.7.1c, W.7.1d, W.7.1e	300	145	
Writing Performance Lesson – Cell Phones at School			302-303	147-151	3
9	Making a Plan for an Essay	W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	310	152	1-2
10	Introduce a Topic Clearly	W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	312	153	
11	Developing a Topic	W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	314	154	
12	Developing a Topic	W.7.2a, W.7.2b	316	155	
A3	Assessment – Self-Assessment	W.7.2, W.7.2a, W.7.2b	318	156	

Language Arts Grade 7 - Lesson Index

Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Writing a Conclusion	W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	320	157	1-2
14	Using Transitions to Clarify Ideas	W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	322	158	
15	Precise Language, Vocabulary, and Style	W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2e: Establish and maintain a formal style.	324	159	
16	Revising Information		326	160	
A4	Assessment – Self-Assessment	W.7.2c, W.7.2d, W.7.2e, W.7.2f	328	161	
Writing Performance Lesson 2 – A Family Vacation			330-331	163-166	3
17	Planning a Writing Narrative	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	336	167	1-2
18	Drafting an Introduction	W.7.3a: 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.	338	168	
19	Writing Well-Structured Event Sequences	W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	340	169	
20	Developing Events		342	170	
A5	Assessment – Self-Assessment	W.7.3, W.7.3a, W.7.3b	344	171	
21	Conveying Sequence and Signal Shifts	W.7.3b, W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	346	173	1-2
22	Developing Experiences, Events, and Characters	W.7.3b	348	174	
23	Writing a Conclusion	W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	350	175	
24	Conveying Events	W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	352	176	
A6	Assessment – Self-Assessment	W.7.3, W.7.3b, W.7.3c, W.7.3d, W.7.3e	354	177	
Writing Performance Lesson 3 – Time Travel			356-357	179-181	3

Language Arts Grade 7 - Lesson Index

Integrated Project 2: *The Duties of a Biographer*

Overview: Students use information from Frederick Niecks' biography on Frederick Chopin to argue whether he had the right idea about the intent of a biography. They will write an argument to support their claim. They present their argument in class.

Product: Students write and present an argument to support a claim about the purpose of a biography.

Integrates the following standards:
Reading Informational Text, Writing, Language,
Speaking and Listening

Student Edition Pages: 182-188

Teacher Edition Pages: 361-375

DOK Level 4

Language Arts Grade 7 - Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Multiple Meanings and Context	L.7.4a: 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.	384	189	1-2
2	Multiple Meanings and Context		386	190	
3	Context Clues		388	191	
4	Context Clues		390	192	
A1	Assessment – Context Clues		392	193	
5	Greek and Latin Roots	L.7.4b: Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	394	195	1-2
6	Greek and Latin Roots		396	196	
7	Greek and Latin Roots		398	197	
8	Greek and Latin Affixes		400	198	
A2	Assessment – Greek and Latin Roots and Affixes		402	199	
Vocabulary Acquisition and Use Performance Lesson – <i>Medieval Times and Knights</i>			404	201-203	3
9	Figures of Speech	L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	408	204	1-2
10	Figures of Speech		410	205	
11	Allusions		412	206	
12	Allusions		414	207	
A3	Assessment – Figures of Speech		416	208	
13	Analogies	L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	418	209	1-2
14	Analogies		420	210	
15	Analogies		422	211	
16	Analogies		424	212	
A4	Assessment – Analogies		426	213	

Language Arts Grade 7 - Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Connotation/Denotation	L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	428	215	1-2
18	Connotation/Denotation		430	216	
19	Connotation/Denotation		432	217	
20	Connotation/Denotation		434	218	
A5	Assessment – Connotation/Denotation		436	219	
Vocabulary Acquisition and Use Performance Lesson 2 – <i>King Arthur</i>			438-439	221-224	3

Language Arts Grade 7 - Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Text Evidence	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	450	225	1-2
2	Text Evidence		452	226	
3	Text Evidence		454	227	
4	Text Evidence		456	228	
A1	Assessment – Text Evidence		458	229	
Text for Lessons 5-8, Assessment 2: The Dragon’s Tail			460-461	231-232	
5	Story Elements	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	462	233	1-2
6	Theme	RL.7.2: 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.	464	234	
7	Theme		466	235	
8	Story Elements	RL.7.3	468	236	
A2	Assessment – Story Elements and Theme	RL.7.2, RL.7.3	470	237	
9	Point of View	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	472	239	1-2
10	Point of View		474	240	
11	Summary	RL.7.2	476	241	
12	Summary		478	242	
A3	Assessment – Point of View and Summary	RL.7.2, RL.7.6	480	243	
Reading Literature Performance Lesson 1 – The Fisherman and His Wife			482-483	245-253	3

Language Arts Grade 7 - Lesson Index

Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Word Meaning in Text	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. RL.7.4, RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	494	254	1-2
14	Word Meaning in Text		496	255	
15	Structure in Poetry		498	256	
16	Structure in Poetry		500	257	
A4	Assessment – Word Meaning and Structure		502	258	
17	Sound in Poetry	RL.7.4	504	259	1-2
18	Sound in Poetry		506	260	
19	Sound and Structure in Poetry	RL.7.4, RL.7.5	508	261	
20	Sound in Poetry		510	262	
A5	Assessment – Sound and Structure in Poetry		512	263	
Text for Lessons 21-24, Assessment 6: The Two Questions			514-515	264-267	
21	Drama Structure	RL.7.5	518	268	1-2
22	Dramatic Elements	RL.7.3	520	269	
23	Fiction vs. History	RL.7.9: 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.	522	270	
24	Meaning of Words and Phrases	RL.7.4	524	271	
A6	Assessment – Analyzing Drama	RL.7.3, RL.7.4, RL.7.5, RL.7.9	526	272	
Reading Literature Performance Lesson 2 – <i>The Nightingale to the Workman</i>			528-529	273-277	3

Language Arts Grade 7 - Lesson Index

Integrated Project 3: *The Stuff of Legends*

Overview: Students read and analyze a historical account of King Alfred of England and use reader's theater to read the play King Alfred and the Cakes. They will write and orally present an epic poem with several stanzas to tell the tale of King Alfred and the Cakes.

Product: Students write and present an epic poem that tells the tale of King Alfred and the Cakes.

Integrates the following standards:

Vocabulary Acquisition and Use, Reading Literature, Writing, Speaking and Listening, Language

Student Edition Pages: 278-285

Teacher Edition Pages: 535-551

DOK Level 4