

Standards Plus High Impact Standards – Language Arts – Grade 7

Strand	Lesson	Focus	Digital Lesson #	Standard(s)	
Reading Informational Text	1	Interactions	1	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.	
	2	Interactions	2		
	3	Interactions	3		
	4	Text Evidence	4		
	A1	Assessment – Text Evidence	A1		
	5	Interactions	5	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).	
	6	Interactions	6		
	7	Word Meaning	7	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.	
	8	Word Meaning	8		
	A2	Assessment – Interactions and Word Meaning	A2	RI.7.1, RI.7.4	
	Text for Lessons 9-12, Assessment 3: Clouds				
	9	Central Ideas	9	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.	
	10	Central Ideas	10		
	11	Summary	11		
	12	Summary	12		
	A3	Assessment – Central Ideas and Objective Summary	A3		
	13	Text Structure	13	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.	
	14	Text Structure	14		
	15	Text Structure	15		
	16	Text Structure	16		
A4	Assessment – Text Structure	A4			
Performance Lesson – The Day that Changed Everything					
17	Author’s Purpose and Point of View	17	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.		
18	Author’s Purpose and Point of View	18			
19	Word Choice / Meaning and Tone	19	RI.7.4		
20	Word Choice / Meaning and Tone	20			
A5	Assessment – Author’s Purpose; POV; Word Choice, Meaning and Tone	A5	RI.7.4, RI.7.6		

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Writing	1	Planning an Argument from a Prompt	1	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
	2	Writing an Introductory Paragraph	2	W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	3	Supporting a Claim with Logic and Evidence	3	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.
	4	Supporting Claims with Logic and Evidence	4	
	A1	Assessment – Argument	A1	W.7.1, W.7.1a, W.7.1b
	5	Conclusion from an Argument Prompt	5	W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.
	6	Clarifying Claims, Reasons, and Evidence	6	W.7.1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence
	7	Establish and Maintain Formal Style	7	W.7.1d: Establish and maintain a formal style.
	8	Clarifying Claims, Reasons, and Evidence in Formal Style	8	W.7.1, W.7.1c, W.7.1d
	A2	Assessment – Self-Check	A2	W.7.1, W.7.1c, W.7.1d, W.7.1e
Performance Lesson – Cell Phones at School				
Vocabulary Acquisition and Use	1	Multiple Meanings and Context	1	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.
	2	Multiple Meanings and Context	2	
	3	Context Clues	3	
	4	Context Clues	4	
	A1	Assessment – Context Clues	A1	
	5	Connotation/Denotation	17	L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).
	6	Connotation/Denotation	18	
	7	Connotation/Denotation	19	
	8	Connotation/Denotation	20	
	A2	Assessment – Connotation/Denotation	A5	
Performance Lesson – King Arthur				
Reading Literature	1	Text Evidence	1	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.
	2	Text Evidence	2	
	3	Text Evidence	3	
	4	Text Evidence	4	
	A1	Assessment – Text Evidence	A1	

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Strand	Lesson	Focus	Digital Lesson #	Standard(s)
Reading Literature	Text for Lessons 5-8, Assessment 2: The Dragon’s Tail			
	5	Story Elements	5	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	6	Theme	6	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.
	7	Theme	7	
	8	Story Elements	8	RL.7.3
	A2	Assessment – Story Elements and Theme	A2	RL.7.2, RL.7.3
	9	Point of View	9	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	10	Point of View	10	
	11	Summary	11	RL.7.2
	12	Summary	12	
	A3	Assessment – Point of View and Summary	A3	RL.7.2, RL.7.6
Performance Lesson – <i>The Fisherman and His Wife</i>				
Reading Literature <small>(Reading Literature Standards: RL.7.1–RL.7.6)</small>	13	Word Meaning in Text	13	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.
	14	Word Meaning in Text	14	
	15	Structure in Poetry	15	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.
	16	Structure in Poetry	16	
	A4	Assessment – Word Meaning and Structure	A4	
	17	Sound in Poetry	17	RL.7.4
	18	Sound in Poetry	18	
	19	Sound and Structure in Poetry	19	RL.7.4, RL.7.5
	20	Sound in Poetry	20	
	A5	Assessment – Sound and Structure in Poetry	A5	