

Seventh Grade English Language Arts Standards: Reading (Literature)		
Grade-Level Standards	DLM Essential Element	Unpacked
Key Ideas and Details		
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.	EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	Concept: Authors state information explicitly and implicitly about the characters, setting and events in a text.
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.	EE.RL.7.2 Identify events in a text that are related to the theme or central idea.	Skills: Determine explicit information; identify where in the text an inference must be drawn (students do not have to make an inference); determine the events that are related to the theme or central idea; determine how story elements (characters, settings, or major events) are related.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	EE.RL.7.3 Determine how two or more story elements are related.	Big Ideas: Authors expect readers to know that information is stated and not stated to identify the setting, traits of characters, relationship between events, and determine the theme or central idea of a text.
		Essential Questions: What characters and events does the author describe in the text? Where in the text am I expected to make an inference? How are events in the text related to each other? How do I know when I have to figure something out? What is the theme or central idea? How are the story elements related?
Grade-Level Standards	DLM Essential Element	Unpacked
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.	Concepts: Authors carefully choose words and text structures to accomplish their purpose.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).	Skills: Identify the pattern of rhyme or sound repetition in a text; identify familiar stories, dramas, and poems; determine if unfamiliar text is story, drama, and poem; identify the words that describe characters in a text; identify the words that distinguish one character from another in a text.
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text.	Big Ideas: Readers can use the authors words and text structure to determine the authors meaning and to make comparisons.
		Essential Questions: What are the possible meanings of the word or phrase the author used? Is this a story, drama or poem? How are the stories, poems or dramas alike or different? How does the point of view compare between characters or narrators in a text?



Grade-Level Standards	DLM Essential Element	Unpacked
Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	EE.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	Concepts: Authors choose to emphasize and support specific information in texts that influences the meaning whether the text is written or presented in another medium.
RL.7.8 (Not applicable to literature)	EE.RL.7.8 (Not applicable to literature)	Skills: Identify ways that a video or enacted version of a story, poem or drama is the same or different as the text-based version; identify ways that a fictional and historical account of a time, place or character are the same or different.
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.	EE.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	Big Ideas: The meaning of text, written or enacted, is influenced by whether or not it is fiction or a historical account.
		Essential Questions: How is this enacted version of the story, poem, or drama the same or different as the text-based version? How is this fictional account of a time, place, or character the same as this historical account of the same time, place, or character?
Grade-Level Standards	DLM Essential Element	Unpacked
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	EE.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	<p>Concept: <i>Participating in reading or listening is an active process.</i></p> <p>Skills: Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text.</p> <p>Big Idea: Engagement during group or individual reading requires thinking and communicating.</p> <p>Essential Questions: What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?</p>

Seventh Grade English Language Arts Standards: Reading (Informational Text)		
Grade-Level Standards	DLM Essential Element	Unpacked
Key Ideas and Details		
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.	EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	Concepts: Authors state information explicitly and implicitly to convey the meaning and relate central ideas and events in a text.
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.	EE.RI.7.2 Determine two or more central ideas in a text.	Skills: Determine what ideas are stated explicitly by the author; identify where in the text an inference must be drawn (students do not have to make an inference); determine the themes or central ideas of a text; determine how two individuals, events, or ideas are related.
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).	EE.RI.7.3 Determine how two individuals, events or ideas in a text are related.	Big Ideas: Authors expect readers to know that some information is explicitly stated and some information is inferred to understand important events and ideas in a text.
		Essential Questions: What does the author describe in the text? Where in the text am I expected to make an inference? What are the central ideas in this text? How are these individuals, events or ideas related to each other?
Grade-Level Standards	DLM Essential Element	Unpacked
Craft and Structure		
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.	EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.	Concepts: Authors carefully choose words and text structures to accomplish their purpose.
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.	EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.	Skills: Identify words or phrases used to persuade or inform; describe how those words or phrase persuade or inform the reader; identify a fact, step or event and how it fits into the overall structure of the text; determine an author's purpose or 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.	EE.RI.7.6 Determine an author's purpose or point of view.	Big Ideas: Authors carefully select words or phrases to convey meaning, persuade, or inform to meet their overall purpose in writing.
		Essential Questions: Which words and/or phrases were used to persuade? Which words and/or phrases were used to inform? What are the words or phrases trying to persuade or inform the reader about? How does this fact, step, or event fits into the overall structure of the text? What is the author's purpose or point of view in this text?



Grade-Level Standards	DLM Essential Element	Unpacked
Integration of Knowledge and Ideas		
<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>EE.RI.7.7 Compare a text to an audio, video or multimedia version of the same text.</p>	<p>Concepts: <i>Authors choose to emphasize and support different information in texts that influence the meaning whether the text is written or presented in another medium.</i></p>
<p>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.</p>	<p>EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.</p>	<p>Skills: Determine what is the same or different in the meaning of a text versus a presentation of it in a different medium; identify the claims in a text; locate reasons or evidence in the text to support claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same or different.</p>
<p>RI.7.9 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>EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.</p>	<p>Big Ideas: Authors select the information and opinions they include and exclude in a text.</p>
		<p>Essential Questions: What does this audio/video/multimedia tell me that the text didn’t? What are the claims that the author makes? How do these claims fit into the text structure? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same or different as the information provided by the author of another text on the same topic?</p>
Grade-Level Standards	DLM Essential Element	Unpacked
Range of Reading and Level of Text Complexity		
<p>RI.7.10 By the end of the year read and comprehends literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EE.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.</p>	<p>Concept: <i>Participating in reading or listening is an active process.</i></p> <p>Skills: Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text.</p> <p>Big Idea: Engagement during group or individual reading requires thinking and communicating.</p> <p>Essential Questions: What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?</p>

Seventh Grade English Language Arts Standards: Writing

*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**

Grade-Level Standards	DLM Essential Element Text Types and Purposes	Unpacked
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	EE.W.7.1 Write claims about topics or texts.	<p>Concepts: Selecting a topic and important supporting information helps a writer achieve his/her purpose.</p> <p>Skills: Write a claim and support it with reasons or evidence; use temporal words in writing; write to share information; select a topic; write the topic; decide what facts or evidence are to be included and write about it; include visual, tactual, or multimedia information to support writing; organize facts and evidence; use vocabulary specific to topic; write a narrative with at least one character and 2 or more events; use temporal words to order events; use vocabulary that will describe the feelings of a character.</p> <p>Big Ideas: Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic.</p>
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	a. Introduce a topic or text and write one claim about it.	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	b. Write one or more reasons to support a claim about a topic or text.	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	c. Use temporal words (first, next, also) to create cohesion.	
d. Establish and maintain a formal style.	d. Not applicable.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Not applicable.	
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.	EE.W.7.2 Write to share information supported by details.	<p>Essential Questions: What is my goal or purpose for writing? What is my claim? How can I support the claim? What am I informing or explaining about this topic? Am I writing about something I did or something I wish I could do? What do I think about that topic, text or personal experience? Why? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? What happened first, next, and last? What appropriate information can be included using visual, tactual or multimedia formats?</p>
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. Provide facts, details, or other information related to the topic.	
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	c. Not applicable.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Select domain-specific vocabulary to use in writing about the topic.	
e. Establish and maintain a formal style.	e. Not applicable.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	f. Not applicable.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	EE.W.7.3 Write about events or personal experiences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	b. Not applicable.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	c. Use temporal words (e.g., first, then, next) to signal order.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	d. Use words that describe feelings of people or characters in the narrative.	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	e. Not applicable.	
Grade-Level Standards	DLM Essential Element	Unpacked
Production and Distribution of Writing		
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.	Concept: <i>We write so that others can understand what we want them to know and so they can refer back to it.</i>
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.	Skills: Identify purpose for writing; write about an explicitly stated task or purpose; organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interact with others to collaborate about writing.
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.	Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. Writing can be strengthened by working with others, revising, and using digital tools to support production and publication.
		Essential Questions: Why am I writing this? Who is my audience? How should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?



Grade-Level Standards	DLM Essential Element	Unpacked
Research to Build and Present Knowledge		
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research	EE.W.7.7 Conduct research to answer a question based on multiple sources of information.	Concept: <i>Research supports writing to inform or respond.</i>
W.7.8 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.	EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.	Skills: Identify the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; identify quotes relevant to the topic; use what was learned in reading to support writing.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	EE.W.7.9 Use information from literary and informational text to support writing.	Big Idea: Writing to answer questions or provide important information about a topic often requires finding information in multiple sources.
a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).	a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).	Essential Questions: What question do I want to answer? Where can I find information on this topic? What quotes can I use from my sources to strengthen my writing? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?
b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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.”).	b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).	
Range of Writing		
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	EE.W.7.10 Write routinely for a variety of tasks, purposes, and audiences.	Concept: <i>There are many reasons to write.</i> Skills: Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. Big Idea: To become a good writer you have to write every day for many different reasons. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Seventh Grade English Language Arts Standards: Speaking and Listening

***Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.**

Grade-Level Standards	DLM Essential Element	Unpacked
Comprehension and Collaboration		
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	EE.SL.7.1 Engage in collaborative discussions.	Concepts: <i>Successful communication exchanges are often rule based, topic centered, and draw upon information provided by speakers.</i>
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	a. Come to discussions prepared to share information.	Skills: Prepare and participate in discussions; communicate to convey a message; follow rules; ask questions; answer questions; add comments to a discussion; remain on topic; acknowledge new information; identify details related to the main idea; decide if a claim is fact or opinion. Big Ideas: Engagement in communication exchanges often requires: preparation, cooperation, and attention.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.	
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	d. Acknowledge new information expressed by others in a discussion.	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.	Essential Questions: What do I need to prepare? What will I say? What are the rules for communicating with others? What do I want to know more about? What do I already know about this? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What questions do I have about what was discussed? What do I do if I want to say something that is not about this topic? If someone tells me something I hadn't heard before, what can I do so they know I am thinking about what they said? What is the main idea? What details support it? Was that claim a fact or an opinion?
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.	



Grade-Level Standards	DLM Essential Element	Unpacked
Presentation of Knowledge and Ideas		
<p>SL.7.4 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.</p>	<p>EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.</p>	<p>Concepts: <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p>
<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>EE.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.</p>	<p>Skills: Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication context and communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p>
<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>EE.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Big Ideas: Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports.</p>
		<p>Essential Questions: What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?</p>

Seventh Grade English Language Arts Standards: Language		
Grade-Level Standards	DLM Essential Element	Unpacked
Conventions of Standard English		
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EE.L.7.1 Demonstrate standard English grammar and usage when communicating.	Concepts: <i>It matters which words, letters and punctuation you choose when communicating.</i>
a. Explain the function of phrases and clauses in general and their function in specific sentences.	a. Not applicable.	Skills: Use complete simple sentences when writing or communicating; use periods, question marks, or exclamation marks at the end of sentences or questions; spell words using letter-sound relationships and/or common spelling patterns.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	b. Produce complete simple sentences when writing or communicating.	
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	c. Not applicable.	
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EE.L.7.2 Demonstrate understanding of conventions of standard English.	Big Ideas: Communicating involves choosing the right words, letters and ending punctuation to make your message clear. Essential Questions: How do I communicate what I want to say in a full sentence? How do I know what ending punctuation to use? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	a. Use end punctuation when writing a sentence or question.	
b. Spell correctly.	b. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	
Grade-Level Standards	DLM Essential Element	Unpacked
Knowledge of Language		
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EE.L.7.3 Use language to achieve desired outcomes when communicating.	Concepts: Language is the process of communication.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	a. Use precise language as required to achieve desired meaning.	Skills: Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message.
		Big Ideas: Choosing words carefully makes communication more precise.
		Essential Questions: Which word is best? Was my message understood? If no, how can I reword my message?

Grade-Level Standards	DLM Essential Element	Unpacked
Vocabulary Acquisition and Use		
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	EE.L.7.4 Demonstrate knowledge of word meanings.	Concepts: <i>Words and phrases have meaning across context and in relation to one another.</i>
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.	a. Use context to determine which word is missing from a text.	Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; clarify meaning when unknown word is encountered; define literal and nonliteral meanings of words in context; identify similar and opposite words; use words across contexts. Big Ideas: As words are learned and used, they are related to topics, contexts, and one another.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d. Not applicable.	
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	EE.L.7.5 Demonstrate understanding of word relationships and use.	Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What part of the word do you recognize? How does the meaning of the word change when I add a different ending to the word? How can I figure out what that word means? What is the literal meaning of this word? What is the nonliteral meaning of this word in this context? What word do I know that means the opposite of this word? What word do I know that means the same as this word?
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	a. Identify the literal and nonliteral meanings of words in context.	
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	b. Demonstrate understanding of synonyms and antonyms.	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	c. Not applicable.	
L.7.6 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.	EE.L.7.6 Use general academic and domain-specific words and phrases across contexts.	