

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 7

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Language Arts

Grade: 7 - Adopted: 2017

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30

**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD /
CONCEPT /
SKILL

SL.PK-12.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Fix It! Grammar

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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Vocabulary Acquisition and Use

STANDARD / L.PK- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, CONCEPT / 12.4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. SKILL

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FOCUS / COURSE

WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND

Production and Distribution of Writing

STANDARD / CONCEPT / SKILL WCA.6-8.5. 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.

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FOCUS / COURSE

SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6-8.1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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INDICATOR SLCA.6-8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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**FOCUS /
COURSE**

RL.7. Grade 7 Reading Standards for Literature [RL]

STRAND

Craft and Structure

STANDARD /
CONCEPT /
SKILL

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 specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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**FOCUS /
COURSE**

RL.7. Grade 7 Reading Standards for Literature [RL]

STRAND

Integration of Knowledge and Ideas

STANDARD /
CONCEPT /
SKILL

RL.7.10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

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**FOCUS /
COURSE**

W.7. Grade 7 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

INDICATOR W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Fix It! Grammar

- Week 14
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**FOCUS /
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W.7. Grade 7 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.

INDICATOR W.7.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

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FOCUS / COURSE

SL.7. Grade 7 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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 clearly expressing their own.

INDICATOR SL.7.1.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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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INDICATOR SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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INDICATOR SL.7.1.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.

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FOCUS / COURSE L.7. **Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning

EXPECTATION L.7.1.a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

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EXPECTATION L.7.1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

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EXPECTATION L.7.1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

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FOCUS / COURSE L.7. **Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2.a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).

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INDICATOR L.7.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

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**FOCUS /
COURSE**

L.7. Grade 7 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.

INDICATOR L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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INDICATOR L.7.4.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.

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INDICATOR L.7.4.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).

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