

Main Criteria: Journeys In Writing

Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts

Grade: 7

Journeys In Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

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| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND Reading Standards for Informational Text—Grade 7

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| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.7.2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Informational Text—Grade 7

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| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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 word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 7

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| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND **Composition—Grade 7**

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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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STRAND **Composition—Grade 7**

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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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STRAND **Composition—Grade 7**

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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

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| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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.

INDICATOR L.7.4.b. Use Greek and Latin affixes and roots as clues to the meaning of a word.

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

Lesson 02: Unit 2 Writing from Notes, pp. 19-28

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

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| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
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STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

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| EXPECTATION | 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 word choices on meaning and tone. |
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STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND

Composition—Grade 7

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|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

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| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

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| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

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| 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. |
| INDICATOR | L.7.4.b. | Use Greek and Latin affixes and roots as clues to the meaning of a word. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

STRAND

Language—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| INDICATOR | L.7.5.b. | Use the relationship between particular words to improve understanding. |

Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND

Reading Standards for Literature—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND

Reading Standards for Literature—Grade 7

| | | |
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| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND

Reading Standards for Literature—Grade 7

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| CATEGORY / GOAL | | Craft and Structure |
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| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
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| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
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STRAND **Reading Standards for Literature—Grade 7**

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| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
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| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |
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| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
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STRAND **Composition—Grade 7**

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| CATEGORY / GOAL | | Text Types and Purposes |
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| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
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| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
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| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND **Composition—Grade 7**

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|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

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| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
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| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
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| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.7.2.h. | With some guidance, 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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STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.b. | Engage 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. |
| INDICATOR | C.7.3.c. | Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Production and Distribution |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Range of Writing |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND

Language—Grade 7

| CATEGORY / GOAL | | Conventions of Standard English |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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|-----------|----------|--|
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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.

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |

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| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
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INDICATOR L.7.5.b. Use the relationship between particular words to improve understanding.

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-48

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | GP.R.9 | Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

EXPECTATION RL.7.9. Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.7.2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events and ideas develop and interact over the course of a text. |

EXPECTATION RI.7.3. Analyze the interactions between individuals, events and ideas over the course of a text.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------|--|---------------------|
| CATEGORY / GOAL | | Craft and Structure |
|-----------------|--|---------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|---------------|---|

EXPECTATION 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 word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION RI.7.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

EXPECTATION C.7.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.1.e. Establish and maintain a task appropriate writing style.

INDICATOR C.7.1.g. With some guidance, 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.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

EXPECTATION C.7.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**

INDICATOR C.7.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

INDICATOR C.7.2.h. With some guidance, 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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| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 47-54

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |

STRAND Composition—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.b. | Engage 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. |
| INDICATOR | C.7.3.c. | Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

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| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

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| EXPECTATION | L.7.1. | In both written and oral expression: |
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| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |

| | | |
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| EXPECTATION | L.7.2. | When writing: |
|-------------|--------|---------------|

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| | | |
|-------------|--------|---|
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
|-------------|--------|---|

| | | |
|-----------------------------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language—Grade 7 |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 06: Unit 4 Summarizing a Reference, pp. 55-62

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

| | | |
|-----------------------------|---------|--|
| STRAND | | Reading Standards for Informational Text—Grade 7 |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text—Grade 7 |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
| STRAND | | Reading Standards for Informational Text—Grade 7 |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
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| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|-------------|--------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
|-------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

| | | |
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| 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. |
| INDICATOR | L.7.4.b. | Use Greek and Latin affixes and roots as clues to the meaning of a word. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

STRAND Language—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| INDICATOR | L.7.5.b. | Use the relationship between particular words to improve understanding. |

Lesson 07: Unit 4 Summarizing a Reference, pp. 63-72

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------|--|---------------------|
| CATEGORY / GOAL | | Craft and Structure |
|-----------------|--|---------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|---------------|---|

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Lesson 08: Unit 4 Summarizing a Reference: pp. 73-82

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |

| | | |
|--------------------|---------------|--|
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

| | | |
|--------------------|---------------|---|
| EXPECTATION | L.7.1. | In both written and oral expression: |
|--------------------|---------------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |

| | | |
|--------------------|---------------|----------------------|
| EXPECTATION | L.7.2. | When writing: |
|--------------------|---------------|----------------------|

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
|-----------------------------|---------------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|------------------------|--|------------------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|---------------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|--|----------------------------|
| CATEGORY / GOAL | | Craft and Structure |
|------------------------|--|----------------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|---------------|---|

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|--|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|------------------------|--|--|

| | | |
|-----------------------------|----------------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |
|-----------------------------|----------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|-----------------------------|---------------|---|

| | | |
|--------------------|---------------|--|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|--------------------|---------------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|-----------------|--|--------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|-----------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 10: Unit 5 Writing from Pictures, pp. 93-102

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |
| INDICATOR | L.7.4.b. | Use Greek and Latin affixes and roots as clues to the meaning of a word. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

INDICATOR L.7.5.b. Use the relationship between particular words to improve understanding.

Lesson 11: Unit 5 Writing from Pictures, pp. 103-110

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | GP.R.9 | Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

EXPECTATION RL.7.9. Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.1.e. Establish and maintain a task appropriate writing style.

INDICATOR C.7.1.g. With some guidance, 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.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

INDICATOR C.7.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |
| INDICATOR | L.7.4.b. | Use Greek and Latin affixes and roots as clues to the meaning of a word. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

STRAND Language—Grade 7

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| INDICATOR | L.7.5.b. | Use the relationship between particular words to improve understanding. |

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

Kentucky Academic Standards**Language Arts**

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | GP.R.9 | Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| EXPECTATION | RL.7.9. | Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| CATEGORY / GOAL | | Production and Distribution |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

Kentucky Academic Standards**Language Arts**

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|------------------------|--|---|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
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| INDICATOR | C.7.1.g. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------------------------|---------------|--|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------------------------|---------------|--|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-----------------------------|---------------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

| | | |
|------------------------|--|--|
| STRAND | | Language—Grade 7 |
| CATEGORY / GOAL | | Conventions of Standard English |

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 15: Unit 6 Summarizing Multiple References, pp. 131-136

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.7.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

INDICATOR L.7.1.a. Create sentences using correctly placed clauses and phrases.

INDICATOR L.7.1.b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |

INDICATOR L.7.4.b. Use Greek and Latin affixes and roots as clues to the meaning of a word.

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

INDICATOR L.7.5.b. Use the relationship between particular words to improve understanding.

Lesson 16: Unit 7 Inventive Writing, pp. 137-142

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
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STRAND

Reading Standards for Informational Text—Grade 7

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|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

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| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
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| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
|--------------------|---------------|---|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
|--------------------|---------------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

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| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 7**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------------------------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language—Grade 7 |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 17: Unit 7 Inventive Writing, pp. 143-150

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

| | | |
|-----------------------------|----------|---|
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND

Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
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Lesson 18: Unit 7 Inventive Writing, pp. 151-154

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 7

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|---------------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND

Language—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |

| | | |
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| EXPECTATION | L.7.2. | When writing: |
|--------------------|---------------|----------------------|

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Knowledge of Language |
|------------------------|--|------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|-----------------------------|---------------|--|

| | | |
|--------------------|---------------|--|
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
|--------------------|---------------|--|

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|------------------------|--|---------------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|------------------------|--|---------------------------------------|

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| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
|-----------------------------|---------------|--|

| | | |
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| EXPECTATION | 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 an array of strategies. |
|--------------------|---------------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|------------------------|--|---------------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|------------------------|--|---------------------------------------|

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| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
|-----------------------------|---------------|--|

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| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
|--------------------|---------------|---|

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| INDICATOR | L.7.5.b. | Use the relationship between particular words to improve understanding. |
|-----------|----------|---|

Lesson 19: Unit 7 Inventive Writing, pp. 155-161

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |

| | | |
|-------------|----------|---|
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

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| EXPECTATION | L.7.1. | In both written and oral expression: |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |

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| EXPECTATION | L.7.2. | When writing: |
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| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Knowledge of Language |
|-----------------|--|-----------------------|

| | | |
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| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events and ideas develop and interact over the course of a text. |

EXPECTATION RI.7.3. Analyze the interactions between individuals, events and ideas over the course of a text.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.1.g. With some guidance, 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.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

INDICATOR C.7.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.2.b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR C.7.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

INDICATOR C.7.2.h. With some guidance, 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.

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
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| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|-------------|--------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
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STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

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|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

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|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| | | |
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| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| | | |
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| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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| | | |
|-----------------------------|---------------|--|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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| | | |
|-----------------------------|---------------|---|
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

| | | |
|-----------------------------|---------------|--|
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| | | |
|-----------------------------|---------------|---|
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

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|------------------------|--|----------------------------|
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
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| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
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| CATEGORY / GOAL | | Conventions of Standard English |
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| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
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| EXPECTATION | L.7.1. | In both written and oral expression: |
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| | | |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
|------------------------|--|--|
| CATEGORY / GOAL | | Conventions of Standard English |
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| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
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| EXPECTATION | L.7.2. | When writing: |
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| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
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STRAND **Language—Grade 7**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Knowledge of Language |
|------------------------|--|------------------------------|

| | | |
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| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND **Language—Grade 7**

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|------------------------|--|---------------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|------------------------|--|---------------------------------------|

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| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
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| | | |
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| EXPECTATION | 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 an array of strategies. |
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| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.7.4.d. | 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. |
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Lesson 23: Unit 8 Formal Essay Models, pp. 185-190

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

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|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

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| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND Reading Standards for Literature—Grade 7

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|----------------------|--------|---|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | GP.R.9 | Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| EXPECTATION | RL.7.9. | Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. |
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STRAND Reading Standards for Informational Text—Grade 7

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|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events and ideas develop and interact over the course of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.3. | Analyze the interactions between individuals, events and ideas over the course of a text. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------|--|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|-----------------|--|---|

| | | |
|-----------------------------|----------------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |
|-----------------------------|----------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND

Composition—Grade 7

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|-----------------------------|---------------|---|

| | | |
|--------------------|---------------|--|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|--------------------|---------------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
|-----------------------------|---------------|--|

| | | |
|--------------------|---------------|---|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
|--------------------|---------------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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|-----------------------------|---------------|--|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

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| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

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| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
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| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
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| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

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| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Range of Writing |

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|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

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| CATEGORY / GOAL | | Conventions of Standard English |
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| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
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| EXPECTATION | L.7.1. | In both written and oral expression: |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

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|------------------------|--|--|
| CATEGORY / GOAL | | Conventions of Standard English |
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| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
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| EXPECTATION | L.7.2. | When writing: |
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| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
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STRAND **Language—Grade 7**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Knowledge of Language |
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| | | |
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| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND **Language—Grade 7**

| | | |
|------------------------|--|---------------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|------------------------|--|---------------------------------------|

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| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
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| EXPECTATION | 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 an array of strategies. |
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| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.7.4.d. | 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. |
| STRAND | | Language—Grade 7 |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| INDICATOR | L.7.5.b. | Use the relationship between particular words to improve understanding. |

Lesson 24: Unit 9 Formal Critique, pp. 191-206

Kentucky Academic Standards
Language Arts
Grade 7 - Adopted: 2019

| | | |
|-----------------------------|----------------|---|
| STRAND | | Reading Standards for Literature—Grade 7 |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

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|-----------------------------|----------------|--|
| STRAND | | Reading Standards for Literature—Grade 7 |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

| | | |
|-----------------------------|----------------|---|
| STRAND | | Reading Standards for Literature—Grade 7 |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |

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| STRAND | | Reading Standards for Literature—Grade 7 |
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|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

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| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
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STRAND **Composition—Grade 7**

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|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

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| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| INDICATOR | C.7.2.f. | Establish and maintain a formal style. |
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| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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| INDICATOR | C.7.2.h. | With some guidance, 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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STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND

Language—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 25: Unit 9 Formal Critique, pp. 207-212

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Production and Distribution |
| STANDARD / ORGANIZER | GP.W.4 | Students will use digital resources to create and publish products as well as to interact and collaborate with others. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.4. | Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. |
|-------------|--------|--|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

INDICATOR L.7.1.b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

Lesson 26: Unit 9 Formal Critique, pp. 213-222

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION RL.7.2. Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

EXPECTATION RL.7.6. Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

EXPECTATION RL.7.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.1.e. Establish and maintain a task appropriate writing style.

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.7.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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.

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

Lesson 27: Unit 9 Formal Critique, pp. 223-228

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND

Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND

Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
|-------------|---------|--|

STRAND

Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND

Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |

INDICATOR L.7.2.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND Language—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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.

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

Lesson 29: Response to Literature, pp. 2441-244

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND

Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND

Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND

Language—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.7.2. | When writing: |
| INDICATOR | L.7.2.b. | Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND Language—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array 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. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Lesson 30: Response to Literature, pp. 245-249

Kentucky Academic Standards**Language Arts****Grade 7 - Adopted: 2019****STRAND** Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |

STRAND Composition—Grade 7

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

| | | |
|--------------------|---------------|---|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 7

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND

Composition—Grade 7

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| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND

Language—Grade 7

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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND

Language—Grade 7

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| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND

Language—Grade 7

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| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | 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 an array of strategies. |

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| INDICATOR | L.7.4.d. | 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. |
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