

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Idaho Content Standards
Language Arts
 Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
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GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
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GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-RF. | Reading Fluency (RF) |
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GLE / BIG IDEA 7.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
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| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **7.RS- Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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STANDARD / COURSE **7.RS-** **Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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STANDARD / COURSE **7.W-** **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
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| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
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STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-RF. | Reading Fluency (RF) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 7.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W-** **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
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| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
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STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
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| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
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| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
| UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44 | | |

**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

| | | |
|--|----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

| | | |
|--|-----------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

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|--|-----------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 7.RC-RF.4. | Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts. |
| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
| OBJECTIVE | 7.RC-L.5d. | Explain how authors develop and contrast the point of view of different characters or narrators in texts. |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |

| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
|----------------|-------------|---|

| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
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| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
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| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
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STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
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| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
|----------------|------------|--|

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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OBJECTIVE 7.RC-L.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

OBJECTIVE 7.RC-L.5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.

OBJECTIVE 7.RC-L.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

OBJECTIVE 7.RC-L.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.

| | | |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
|--|------------------|---------------------------------|

GLE / BIG IDEA 7.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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OBJECTIVE 7.GC-GU.1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

OBJECTIVE 7.GC-GU.1b. Explain the function of phrases and clauses in general and their function in specific sentences.

OBJECTIVE 7.GC-GU.1c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.

OBJECTIVE 7.GC-GU.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

GLE / BIG IDEA 7.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-RF. | Reading Fluency (RF) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

OBJECTIVE 7.VD-WB.1a. 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.

| | | |
|--|-------------------|--|
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
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| | | |
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| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
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STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
|----------------|-------------|---|

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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

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| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|---|----------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
| UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70 | | |

**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

| | | |
|--|----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

| | | |
|--|-----------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

| | | |
|--|-----------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

| | | |
|--|-------------------|--|
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |

STANDARD / COURSE **7.RS-** **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|--|-----------------|---|

GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|--|----------------|------------------------------|

GLE / BIG IDEA 7.W-RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 7.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

GLE / BIG IDEA 7.W-RW.6. With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

GLE / BIG IDEA 7.W-HWK.7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

| | | |
|--|------------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
|--|------------------|---------------------------------|

GLE / BIG IDEA 7.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|--|-----------------|-------------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
|-----------------------|-------------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|-----------|-------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

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STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
|----------------|------------|--|

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

| | | |
|----------------|-----------|--|
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
|----------------|-----------|--|

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

| | | |
|----------------|------------|---|
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
|----------------|------------|---|

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|-----------|-------------|--|

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.VD-WB.1a. | 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. |
|-----------|-------------|---|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-----------|-------------|---|

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
|-----------|-------------|---|

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
|----------------|------------|--|

STANDARD / COURSE **7.RS-** **Research Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|--|-----------------|--|

GLE / BIG IDEA 7.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

STANDARD / COURSE **7.RS-** **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|--|-----------------|---|

GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|--|----------------|------------------------------|

GLE / BIG IDEA 7.W-RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 7.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

GLE / BIG IDEA 7.W-RW.6. With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

GLE / BIG IDEA 7.W-HWK.7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

| | | |
|--|------------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
|--|------------------|---------------------------------|

| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
|----------------|-------------|---|

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|--|-----------------|-------------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
|-----------------------|-------------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|-----------|-------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

**Idaho Content Standards
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STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
|----------------|------------|--|

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

| | | |
|--|-------------------|---|
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

| | | |
|--|----------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

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| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

| | | |
|--|----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

| | | |
|--|-----------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

| | | |
|--------------------------|--------------|-------------------------------------|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
|--------------------------|--------------|-------------------------------------|

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE 7.VD- **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE 7.VD- **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE 7.RS- **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|--|-----------------|---|

GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 7.W- **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|--|----------------|------------------------------|

| | | |
|--|-------------------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

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STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
|--|-----------------|-----------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

OBJECTIVE 7.RC-NF.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.

OBJECTIVE 7.RC-NF.6e. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

OBJECTIVE 7.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE 7.RS- Research Strand

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|--|-----------------|--|

GLE / BIG IDEA 7.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

STANDARD / COURSE 7.RS- Research Strand

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|--|-----------------|---|

GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **7.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|-------------------------------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|-------------------------------------|------------|--|
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|-------------------------------------|-------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |

| | | |
|--|----------------|--|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

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| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |

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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
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| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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| OBJECTIVE | 7.RC-NF.6c. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. |
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| OBJECTIVE | 7.RC-NF.6e. | Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| | | |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **7.RS- Research Strand**

| | | |
|--|------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |

| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
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| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

**Idaho Content Standards
Language Arts
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STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
|----------------|------------|--|

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| OBJECTIVE | 7.RC-NF.6c. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. |
| OBJECTIVE | 7.RC-NF.6e. | Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

OBJECTIVE 7.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

STANDARD / COURSE 7.VD- **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE 7.RS- **Research Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|--|-----------------|--|

GLE / BIG IDEA 7.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

STANDARD / COURSE 7.RS- **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|--|-----------------|---|

GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 7.W- **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|--|----------------|------------------------------|

GLE / BIG IDEA 7.W-RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 7.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
| UNIT 7: INVENTIVE WRITING Week 13 Page 141-148 | | |
| Idaho Content Standards Language Arts Grade 7 - Adopted: 2022 | | |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |

| | | |
|--|-------------------|--|
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |

| | | |
|--|----------------|--|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

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| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |

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|--|----------------|---|
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

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STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
|----------------|------------|--|

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

| | | |
|----------------|-----------|--|
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
|----------------|-----------|--|

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|-----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
|--|----------------|-----------------------|

| | | |
|-----------------------|------------------|--|
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
|-----------------------|------------------|--|

OBJECTIVE 7.RC-L.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

OBJECTIVE 7.RC-L.5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.

OBJECTIVE 7.RC-L.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

OBJECTIVE 7.RC-L.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
|-----------------------|-------------------|---|

| | | |
|--|-------------------|---|
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |

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| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
| UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180 | | |

**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| OBJECTIVE | 7.RC-NF.6c. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. |
| OBJECTIVE | 7.RC-NF.6e. | Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |

STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

STANDARD / COURSE **7.RS- Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

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**Idaho Content Standards
Language Arts
Grade 7 - Adopted: 2022**

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

OBJECTIVE 7.RC-NF.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.

OBJECTIVE 7.RC-NF.6e. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |

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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
| UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196 | | |
| Idaho Content Standards Language Arts Grade 7 - Adopted: 2022 | | |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |

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|----------------|------------|--|
| GLE / BIG IDEA | 7.RC-TC.1. | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
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STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
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| GLE / BIG IDEA | 7.RC-V.2. | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
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STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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STANDARD / COURSE **7.RC- Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
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| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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| OBJECTIVE | 7.RC-NF.6c. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. |
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| OBJECTIVE | 7.RC-NF.6e. | Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 7.W-RW.2. | Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W-** **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
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| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
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| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
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| | | |
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| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
|--|-----------------|-----------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

| | | |
|--|-------------------|--|
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W- Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
|----------------|------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|--|-----------------|-------------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
|-----------------------|-------------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|-----------|-------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
|--|-----------------|-----------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

| | | |
|--|-------------------|--|
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W- Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
|----------------|------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|--|-----------------|-------------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
|-----------------------|-------------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|-----------|-------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
|--|-----------------|-----------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

| | | |
|--|-------------------|--|
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.W- Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
|----------------|------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|--|-----------------|-------------------------------|

| | | |
|-----------------------|-------------------|--|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
|-----------------------|-------------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|-----------|-------------|--|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|-------------|--|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
|-----------|-------------|--|

STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
|--|----------------|----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
|----------------|-----------|---|

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
|--|-----------------|-----------------------------|

GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
|--|----------------|---|

GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC- Reading Comprehension Strand**

| | | |
|--|----------------|-----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
|--|----------------|-----------------------|

| | | |
|-----------------------|------------------|--|
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
|-----------------------|------------------|--|

OBJECTIVE 7.RC-L.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

OBJECTIVE 7.RC-L.5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.

OBJECTIVE 7.RC-L.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

OBJECTIVE 7.RC-L.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. 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.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE 7.VD- **Vocabulary Development Strand**

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|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

OBJECTIVE 7.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

STANDARD / COURSE 7.VD- **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE 7.W- **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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GLE / BIG IDEA 7.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 7.W-RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 7.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TC. | Text Complexity (TC) |
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GLE / BIG IDEA 7.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-V. | Volume of Reading to Build Knowledge (V) |
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GLE / BIG IDEA 7.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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|--|----------------|-----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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OBJECTIVE 7.RC-L.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

OBJECTIVE 7.RC-L.5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.

OBJECTIVE 7.RC-L.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

OBJECTIVE 7.RC-L.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | 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. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2d. | Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

STANDARD / COURSE **7.W-** **Writing Strand**

| | | |
|--|----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |

| | | |
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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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STANDARD / COURSE **7.W- Writing Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
|--|-----------------|--|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
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STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

| | | |
|--|-----------------|-------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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| OBJECTIVE | 7.GC-GU.1b. | Explain the function of phrases and clauses in general and their function in specific sentences. |
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| OBJECTIVE | 7.GC-GU.1c. | Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|-------------|---|

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1e. | Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. |
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STANDARD / COURSE **7.GC- Grammar and Conventions Strand**

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|--|----------------|----------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
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| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 7.GC-M.3. | Spell derivatives correctly by applying knowledge of bases and affixes. |
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STANDARD / COURSE **7.VD- Vocabulary Development Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |