

COMMON CORE Standards Plus®



Language Arts GRADE 7 Teacher Edition



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ISBN: 978-1-61032-285-0

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Common Core Standards Plus® - Language Arts Grade 7

What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

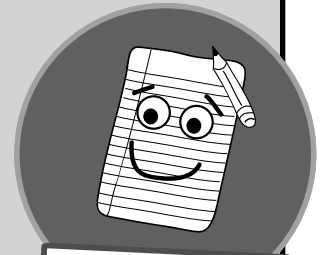
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



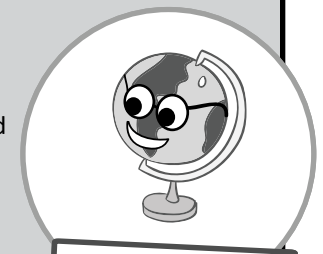
Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated

Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

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Delivering the Daily Lessons

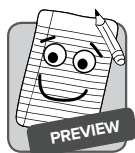


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A week of instruction is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

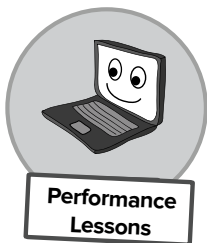
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Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

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Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Grammar & Usage L1-4, E1	L.7.1a	80-89	1-2
2	Grammar & Usage L5-8, E2	L.7.1b, c	90-99	1-2
<i>Performance Lesson 2 – Phrases and Sentences*</i>		L.7.1a-c	100-106	3
3	Reading Informational Text L1-4, E1	RI.7.1	200-209	1-2
4	Reading Informational Text L5-8, E2	RI.7.1, RI.7.3, RI.7.4	210-219	1-2
5	Reading Informational Text L9-12, E3	RI.7.2	222-231	1-2
6	Reading Informational Text L13-16, E4	RI.7.5	232-241	1-2
<i>Performance Lesson 5 – The Day that Changed Everything*</i>		RI.7.1-RI.7.5	242-249	3
7	Writing L9-12, E3	W.7.2, W.7.2a, b	318-327	1-2
8	Writing L13-16, E4	W.7.2c-f	328-337	1-2
<i>Performance Lesson 8 – A Family Vacation*</i>		W.7.2, W.7.2a-f	338-343	3
9	Vocabulary Acquisition & Use L1-4, E1	L.7.4a	394-403	1-2
10	Vocabulary Acquisition & Use L5-8, E2	L.7.4b	404-413	1-2
<i>Performance Lesson 10 – Medieval Times and Knights*</i>		L.7.4a, b	414-417	3
11	Vocabulary Acquisition & Use L9-12, E3	L.7.5a	418-427	1-2
12	Reading Literature L1-4, E1	RL.7.1	462-471	1-2
13	Reading Literature L5-8, E2	RL.7.2, RL.7.3	474-483	1-2
14	Reading Literature L9-12, E3	RL.7.2, RL.7.6	484-493	1-2
<i>Performance Lesson 12 – The Fisherman and His Wife*</i>		RL.7.1, RL.7.2, RL.7.3, RL.7.6	494-504	3
15	Knowledge of Language L1-4, E1	L.7.3a	162-171	1-2
<i>Performance Lesson 4 – Improving Word Choice*</i>		L.7.3a	172-175	3
16	Writing L17-20, E5	W.7.3, W.7.3a, b	344-353	1-2
17	Writing L21-24, E6	W.7.3, W.7.3b-e	354-363	1-2
<i>Performance Lesson 9 – Time Travel*</i>		W.7.3, W.7.3a-e	364-368	3
18	Reading Informational Text L17-20, E5	RI.7.4, RI.7.6	250-259	1-2
19	Reading Informational Text L21-24, E6	RI.7.8	260-269	1-2
<i>Performance Lesson 6 – Election Night Victory Speech*</i>		RI.7.4, RI.7.6, RI.7.8	270-279	3
20	Writing L1-4, E1	W.7.1, W.7.1a, b	290-299	1-2
21	Writing L5-8, E2	W.7.1, W.7.1c-e	300-309	1-2
<i>Performance Lesson 7 – Cell Phones at School*</i>		W.7.1, W.7.1a-e	310-316	3
22	Vocabulary Acquisition & Use L13-16, E4	L.7.5b	428-437	1-2
23	Vocabulary Acquisition & Use L17-20, E5	L.7.5c	438-447	1-2
<i>Performance Lesson 11 – King Arthur*</i>		L.7.5a-c	448-453	3
24	Reading Literature L13-16, E4	RL.7.4, RL.7.5	506-515	1-2
25	Reading Literature L17-20, E5	RL.7.4, RL.7.5	516-525	1-2
26	Reading Literature L21-24, E6	RL.7.3, RL.7.4, RL.7.5, RL.7.9	530-539	1-2
<i>Performance Lesson 13 – The Nightingale to the Workman*</i>		RL.7.1-RL.7.6, RL.7.9	540-546	3
STATE TESTING BEGINS				



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment /evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

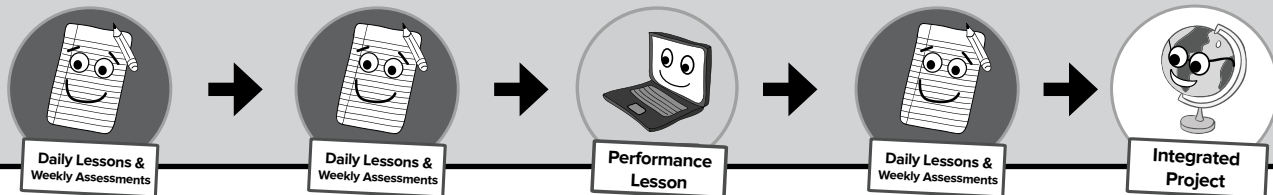
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Suggested Pacing Continued

Suggested Pacing Guide Continued

↓ These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction. ↓				
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
27	Grammar & Usage L9-12, E3	L.7.1b	108-117	1-2
28	Grammar & Usage L13-16, E4	L.7.1c	118-127	1-2
<i>Performance Lesson 3 – Modify This*</i>		L.7.1c	128-130	3
29	Capitalization L1-4, E1	L.7.2	24-33	1-2
30	Capitalization L5-8, E2	L.7.2	34-43	1-2
31	Punctuation L1-4, E1	L.7.2, L.7.2a	50-59	1-2
32	Punctuation L5-8, E2	L.7.2	60-69	1-2
<i>Performance Lesson 1 – Working with Adjectives*</i>		L.7.2, L.7.2a	70-72	3
33	Spelling L1-4, E1	L.7.2b	136-145	1-2
34	Spelling L5-8, E2	L.7.2b	146-155	1-2

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here's How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
21	<i>Writing Informative / Explanatory / Lesson 13</i>	<i>Writing Informative / Explanatory / Lesson 14</i>	<i>Writing Informative / Explanatory / Lesson 15</i>	<i>Writing Informative / Explanatory / Lesson 16</i>	<i>Writing Informative / Explanatory / Evaluation 4</i>
	<i>Performance Lesson 8: A Family Vacation</i>				
	<i>Project Component: Writing the Biography</i>				




This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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Project-Based Learning Pacing

12-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Capitalization 1-4, E1	Integrated Project #1 <i>Seven Wonders of the World</i>
2	Capitalization 5-8, E2	
3	Punctuation 1-4, E1	Selecting an Ancient Wonder to Research
4	Punctuation 5-8, E2 / <i>*Performance Lesson 1</i>	Researching the Wonders
5	Grammar & Usage 1-4, E1	Researching the Wonders
6	Grammar & Usage 5-8, E2	Illustrations and Maps
7	Grammar & Usage 9-12, E3 / <i>*Performance Lesson 2</i>	Writing the Travel Guide Text
8	Grammar & Usage 13-16, E4 / <i>*Performance Lesson 3</i>	Formatting the Guide
9	Spelling 1-4, E1	Sharing in Like Groups
10	Spelling 5-8, E2	Editing and Proofreading the Guide
11	Knowledge of Language 1-4, E1 / <i>*Performance Lesson 4</i>	Presenting the Final Guide



Integrated Project

Each project component may take up to two weeks of instruction.

12-Week PBL Plan

12	Reading Informational Text 1-4, E1	Integrated Project #2 <i>The Duties of a Biographer</i>
13	Reading Informational Text 5-8, E2	
14	Reading Informational Text 9-12, E3	What Is the Task of the Biographer?
15	Reading Informational Text 13-16, E4 / <i>*Performance Lesson 5</i>	Writing the Argument
16	Reading Informational Text 17-20, E5	Writing the Argument
17	Reading Informational Text 21-24, E6 / <i>*Performance Lesson 6</i>	Selecting a Historical Figure
18	Writing – Argument 1-4, E1	Researching the Historical Figure
19	Writing – Argument 5-8, E2 / <i>*Performance Lesson 7</i>	Researching the Historical Figure
20	Writing – Informative/Explanatory 9-12, E3	Researching the Historical Figure
21	Writing – Inform./Explan. 13-16, E4 / <i>*Performance Lesson 8</i>	Writing the Biography
22	Writing – Narrative 17-20, E5	Writing the Biography
23	Writing – Narrative 21-24, E6 / <i>*Performance Lesson 9</i>	Presenting the Biography



10-Week PBL Plan

24	Vocabulary Acquisition & Use 1-4, E1	Integrated Project #3 <i>The Stuff of Legends</i>
25	Vocabulary Acquisition & Use 5-8, E2 / <i>*Performance Lesson 10</i>	
26	Vocabulary Acquisition & Use 9-12, E3	Reading and Analyzing a Historical Account
27	Vocabulary Acquisition & Use 13-16, E4	Using Reader’s Theater to Read a Play
28	Vocab. Acquisition & Use 17-20, E5 / <i>*Performance Lesson 11</i>	Analyzing the Play
29	Reading Literature 1-4, E1	Compare the Historical Account and the Play
30	Reading Literature 5-8, E2	Compare the Historical Account and the Play
31	Reading Literature 9-12, E3 / <i>*Performance Lesson 12</i>	Analyzing Vocabulary of the Texts
32	Reading Literature 13-16, E4	Writing the Epic Poem
33	Reading Literature 17-20, E5	Writing the Epic Poem
34	Reading Literature 21-24, E6 / <i>*Performance Lesson 13</i>	Presenting the Poem

*** Use the Performance Lessons to reinforce content and build application skills.**

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Capitalization (Language Standard: L.7.2)	1	Capitalizing Proper Nouns	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	24	3	1-2	
	2	Capitalizing Proper Nouns		26	4		
	3	Capitalizing Quotations		28	5		
	4	Capitalizing Quotations		30	6		
	E1	Evaluation – Capitalizing Quotations & Proper Nouns		32	7		
	5	Capitalization of Titles	L.7.2	34	9	1-2	
	6	Capitalization of Titles		36	10		
	7	Capitalization of Parts of a Formal Letter		38	11		
	8	Capitalization of Parts of a Formal Letter		40	12		
	E2	Evaluation – Capitalizing Parts of Letters and Titles		42	13		
Punctuation (Language Standards: L.7.2, L.7.2a)	1	Commas	L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	50	15	1-2	
	2	Commas		52	16		
	3	Commas	L.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).	54	17		
	4	Commas	56	18			
	E1	Evaluation - Correct Punctuation	L.7.2, L.7.2a	58	19		
	5	Using Hyphens	L.7.2	60	21	1-2	
	6	Using Brackets		62	22		
	7	Punctuation		64	23		
	8	Punctuating Quotations		66	24		
	E2	Evaluation - Punctuate Correctly		68	25		
	P1	Performance Lesson 1 – Working with Adjectives (L.7.2, L.7.2a)		70	27-28	3	
Grammar and Usage (Language Standards: L.7.1a-L.7.1c)	1	Phrases	L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.	80	29	1-2	
	2	Phrases		82	30		
	3	Clauses		84	31		
	4	Clauses		86	32		
	E1	Evaluation – Phrases and Clauses		88	33		
	5	Recognizing and Correcting Modifiers	L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	90	35	1-2	
	6	Recognizing and Correcting Modifiers		92	36		
	7	Identifying Dependent Clauses	L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	94	37		
	8	Writing Compound-Complex Sentences		96	38		
	E2	Evaluation – Modifiers; Compound-Complex Sentences	L.7.1b, L.7.1c	98	39		
		P2	Performance Lesson 2 – Phrases and Sentences (L.7.1a, L.7.1b, L.7.1c)		100-101	41-45	3
	9	Using Subordination	L.7.1b	108	46	1-2	
	10	Using Coordination and Subordination		110	47		
11	Choosing Among Different Sentence Types	112		48			
12	Choosing Among Different Sentence Types	114		49			
E3	Evaluation – Sentence Structure	116		50			

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level		
Grammar and Usage (Language Standards: L.7.1a-L.7.1c)	13	Modifiers	L.7.1c	118	51	1-2		
	14	Misplaced Modifiers		120	52			
	15	Dangling Modifiers – Fix Spacing		122	53			
	16	Misplaced and Dangling Modifiers		124	54			
	E4	Evaluation – Modifiers		126	55			
	P3	Performance Lesson 3 – Modify This (L.7.1c)		128	57-58		3	
Spelling (Language Standard: L.7.2b)	1	Homophones	L.7.2b: Spell correctly.	136	59	1-2		
	2	Adding Suffixes		138	60			
	3	Adding Suffixes and Inflections		140	61			
	4	Adding Suffixes and Inflections		142	62			
	E1	Evaluation – Identifying Correct Spelling		144	63			
	5	Frequently Misspelled Words		L.7.2b	146		65	1-2
	6	Frequently Misspelled Words			148		66	
	7	Spelling Foreign Words			150		67	
	8	Spelling Foreign Words			152		68	
	E2	Evaluation – Using Correct Spelling			154		69	
Knowledge of Language (Language Standard: L.7.3a)	1	Choosing Precise and Concise Language	L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		162	71	1-2	
	2	Choosing Precise and Concise Language		164	72			
	3	Recognize and Eliminate Wordiness		166	73			
	4	Recognize and Eliminate Redundancy		168	74			
	E1	Evaluation – Word Choice		170	75			
	P4	Performance Lesson 4 – Improving Word Choice (L.7.3a)		172-173	77-78	3		
Integrated Project #1 - <i>Seven Wonders of the World</i> (RI.7.1, RI.7.4, RI.7.10, W.7.2, W.7.2a, W.7.2b, W.7.2d, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9b, W.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.5, SL.7.6, L.7.1, L.7.1a, L.7.1b, L.7.1c, L.7.2, L.7.2a, L.7.2b, L.7.3, L.7.3a, L.7.4, L.7.5, L.7.6)				179-184	79-84	4		
Prerequisite Common Core Standards Plus Strands: Capitalization, Punctuation, Grammar and Usage, Spelling, and Knowledge of Language.								
Product: A written, edited, and proofread travel guide to one of the Seven Wonders of the Ancient World.								
Overview: The students will research one of the Seven Wonders of the Ancient World. They will write a travel guide, including an illustration and a map of the wonder’s location. They will share their draft guides in groups that have chosen the same wonder. They will edit and proofread the travel guide for all conventions and word choice prior to final publication. They will share their travel guides in mixed groups or in front of the class. Since this is a learning activity, all components will be completed in class.								

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Reading Informational Text (Reading Informational Text Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8)	1	Interactions	RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	200	85	1-2	
	2	Interactions		202	86		
	3	Interactions		204	87		
	4	Text Evidence		206	88		
	E1	Evaluation – Text Evidence		208	89		
	5	Interactions	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	210	91	1-2	
	6	Interactions		212	92		
	7	Word Meaning	RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	214	93		
	8	Word Meaning		216	94		
	E2	Evaluation – Interactions and Word Meaning	RI.7.1, RI.7.4	218	95		
	Text for Lessons 9-12, Evaluation 3: Clouds				220	97	
	9	Central Ideas	RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	222	98	1-2	
	10	Central Ideas		224	99		
	11	Summary		226	100		
	12	Summary		228	101		
	E3	Evaluation – Central Ideas and Objective Summary		230	102		
	13	Text Structure	RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	232	103	1-2	
	14	Text Structure		234	104		
	15	Text Structure		236	105		
	16	Text Structure		238	106		
E4	Evaluation – Text Structure	240		107			
P5	Performance Lesson 5 – The Day that Changed Everything (RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5)			242-243	109-114	3	
17	Author’s Purpose and Point of View	RI.7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	250	115	1-2		
18	Author’s Purpose and Point of View		252	116			
19	Word Choice / Meaning and Tone	RI.7.4	254	117			
20	Word Choice / Meaning and Tone		256	118			
E5	Evaluation – Author’s Purpose; POV; Word Choice, Meaning and Tone	RI.7.4, RI.7.6	258	119			

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Informational Text (Reading Informational Text Standards: RI.7.1-RI.7.6, RI.7.8)	21	Trace and Evaluate Arguments	RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	260	121	1-2	
	22	Trace and Evaluate Arguments		262	122		
	23	Trace and Evaluate Arguments		264	123		
	24	Trace and Evaluate Arguments		266	124		
	E6	Evaluation – Trace and Evaluate an Argument		268	125		
	P6	Performance Lesson 6 – Election Night Victory Speech (RI.7.4, RI.7.6, RI.7.8)			270-271	127-134	3
Writing (Writing Standards: W.7.1a-e, W.7.2a-f, W.7.3a-e)	1	Planning an Argument from a Prompt	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	290	135	1-2	
	2	Writing an Introductory Paragraph	W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	292	136		
	3	Supporting a Claim with Logic and Evidence	W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	294	137		
	4	Supporting Claims with Logic and Evidence		296	138		
	E1	Evaluation – Argument	W.7.1, W.7.1a, W.7.1b	298	139		
	5	Conclusion from an Argument Prompt	W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.	300	141	1-2	
	6	Clarifying Claims, Reasons, and Evidence	W.7.1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence	302	142		
	7	Establish and Maintain Formal Style	W.7.1d: Establish and maintain a formal style.	304	143		
	8	Clarifying Claims, Reasons, and Evidence in Formal Style	W.7.1, W.7.1c, W.7.1d	306	144		
	E2	Evaluation – Self-Check	W.7.1, W.7.1c, W.7.1d, W.7.1e	308	145		
	P7	Performance Lesson 7 – Cell Phones at School (W.7.1, W.7.1a, W.7.1b, W.7.1c, W.7.1d, W.7.1e)			310-311	147-151	3
	9	Making a Plan for an Essay	W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	318	152	1-2	
	10	Introduce a Topic Clearly	W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/ effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	320	153		
	11	Developing a Topic	W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	322	154		
	12	Developing a Topic	W.7.2a, W.7.2b	324	155		
	E3	Evaluation – Self-Evaluation	W.7.2, W.7.2a, W.7.2b	326	156		
13	Writing a Conclusion	W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	328	157	1-2		
14	Using Transitions to Clarify Ideas	W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	330	158			
15	Precise Language, Vocabulary, and Style	W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2e: Establish and maintain a formal style.	332	159			
16	Revising Information		334	160			
E4	Evaluation – Self-Evaluation	W.7.2c, W.7.2d, W.7.2e, W.7.2f	336	161			

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Writing (Writing Standards: W.7.1a-e, W.7.2a-f, W.7.3a-e)	P8	Performance Lesson 8 – A Family Vacation (W.7.2, W.7.2a, W.7.2b, W.7.2c, W.7.2d, W.7.2e, W.7.2f)		338-339	163-166	3
	17	Planning a Writing Narrative	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	344	167	1-2
	18	Drafting an Introduction	W.7.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	346	168	
	19	Writing Well-Structured Event Sequences	W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	348	169	
	20	Developing Events		350	170	
	E5	Evaluation – Self-Evaluation	W.7.3, W.7.3a, W.7.3b	352	171	
	21	Conveying Sequence and Signal Shifts	W.7.3b, W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	354	173	1-2
	22	Developing Experiences, Events, and Characters	W.7.3b	356	174	
	23	Writing a Conclusion	W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	358	175	
	24	Conveying Events	W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	360	176	
	E6	Evaluation – Self-Evaluation	W.7.3, W.7.3b, W.7.3c, W.7.3d, W.7.3e	362	177	
	P9	Performance Lesson 9 – Time Travel (W.7.3, W.7.3a, W.7.3b, W.7.3c, W.7.3d, W.7.3e)		364-365	179-181	3
	Integrated Project #2 – The Duties of a Biographer (RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.10, W.7.1, W.7.1a, W.7.1b, W.7.1c, W.7.1d, W.7.1e, W.7.2, W.7.2a, W.7.2b, W.7.2c, W.7.2d, W.7.2e, W.7.2f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9b, W.7.10, SL.7.1, SL.7.1a, SL.7.b, SL.7.3, SL.7.4, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6)				371-376	182-188
Prerequisite Common Core Standards Plus Strands: Reading Informational Text and Writing Product: A brief, written argument to support a claim about the purpose of a biography. A researched and written biography in the same style chose in the argument. Overview: The students will use the information presented in Frederick Niecks’ <i>Frederick Chopin as a Man and Musician</i> to argue whether he had the right idea about the intent of a biography. They will write a brief argument to support their claim. Then they will research a historical figure and write a brief biography in the same style they chose in their argument. They will orally present their biographies to the class. Since this is a learning activity, all components will be completed in class.						

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Vocabulary Acquisition and Use (Language Standards: L.7.4a-b, L.7.5a-c)	1	Multiple Meanings and Context	L.7.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	394	189	1-2
	2	Multiple Meanings and Context		396	190	
	3	Context Clues		398	191	
	4	Context Clues		400	192	
	E1	Evaluation – Context Clues		402	193	
	5	Greek and Latin Roots	L.7.4b: Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	404	195	1-2
	6	Greek and Latin Roots		406	196	
	7	Greek and Latin Roots		408	197	
	8	Greek and Latin Affixes		410	198	
	E2	Evaluation – Greek and Latin Roots and Affixes		412	199	
P10	Performance Lesson 10 – Medieval Times and Knights (L.7.4a, L.7.4b)			414	201-203	3
9	Figures of Speech	L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	418	204	1-2	
10	Figures of Speech		420	205		
11	Allusions		422	206		
12	Allusions		424	207		
E3	Evaluation – Figures of Speech		426	208		
13	Analogies	L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	428	209	1-2	
14	Analogies		430	210		
15	Analogies		432	211		
16	Analogies		434	212		
E4	Evaluation – Analogies		436	213		
17	Connotation/Denotation	L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	438	215	1-2	
18	Connotation/Denotation		440	216		
19	Connotation/Denotation		442	217		
20	Connotation/Denotation		444	218		
E5	Evaluation – Connotation/Denotation		446	219		
P11	Performance Lesson 11 – King Arthur (L.7.5a, L.7.5b, L.7.5c)			448-449	221-224	3
1	Text Evidence	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	462	225	1-2	
2	Text Evidence		464	226		
3	Text Evidence		466	227		
4	Text Evidence		468	228		
E1	Evaluation – Text Evidence		470	229		
Text for Lessons 5-8, Evaluation 2: The Dragon's Tail				472-473	231-232	
5	Story Elements	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	474	233	1-2	
6	Theme	RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	476	234		
7	Theme		478	235		
8	Story Elements	RL.7.3	480	236		
E2	Evaluation – Story Elements and Theme	RL.7.2, RL.7.3	482	237		

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Reading Literature (Reading Literature Standards: RL.7.1–RL.7.6, RL.7.9)	9	Point of View	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	484	239	1-2	
	10	Point of View		486	240		
	11	Summary	RL.7.2	488	241		
	12	Summary		490	242		
	E3	Evaluation – Point of View and Summary	RL.7.2, RL.7.6	492	243		
	P12	Performance Lesson 12 – <i>The Fisherman and His Wife</i> (RL.7.1, RL.7.2, RL.7.3, RL.7.6)			494-495	245-253	3
	13	Word Meaning in Text	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	506	254	1-2	
	14	Word Meaning in Text		508	255		
	15	Structure in Poetry	RL.7.4, RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	510	256		
	16	Structure in Poetry		512	257		
	E4	Evaluation – Word Meaning and Structure		514	258		
	17	Sound in Poetry	RL.7.4	516	259	1-2	
	18	Sound in Poetry		518	260		
	19	Sound and Structure in Poetry	RL.7.4, RL.7.5	520	261		
	20	Sound in Poetry		522	262		
	E5	Evaluation – Sound and Structure in Poetry		524	263		
	Text for Lessons 21-24, Evaluation 6: The Two Questions				526-529	264-267	
	21	Drama Structure	RL.7.5	530	268	1-2	
	22	Dramatic Elements	RL.7.3	532	269		
	23	Fiction vs. History	RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	534	270		
	24	Meaning of Words and Phrases	RL.7.4	536	271		
	E6	Evaluation – Analyzing Drama	RL.7.3, RL.7.4, RL.7.5, RL.7.9	538	272		
	P13	Performance Lesson 13 – <i>The Nightingale to the Workman</i> (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9)			540-541	273-277	3
Integrated Project #3 <i>The Stuff of Legends</i> (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9a, W.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.4a, L.7.4b, L.7.4c, L.7.4d, L.7.5, L.7.5a, L.7.5b, L.7.5c, L.7.6)				549-555	278-285	4	
Prerequisite Standards Plus Strands: <u>Vocabulary Acquisition and Use</u> and <u>Reading Literature</u>							
Product: A written and presented epic poem that tells the tale of King Alfred and the Cakes.							
Overview: The students will read and analyze a historical account of King Alfred of England (871-899). Then they will use reader’s theater to read the play <i>King Alfred and the Cakes</i> . Through group discussion, the students will compare the historical account with the play, analyze themes and characters, and summarize the events surrounding King Alfred’s time on the <i>island</i> . The students will identify vocabulary that is used to tell the tale. The students will write and orally present an epic poem with several stanzas to tell the tale of King Alfred and the Cakes. Since this is a learning activity, all components will be completed in class.							

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Capitalization