

# Reading/Language 7<sup>th</sup> Grade Common Core

## **ENG 100 English (Intro to Literature)**

No graduation credit  
5 days per week; 1 year  
Taught in English

This is a **required course for all 7<sup>th</sup> grade students** in both the Mexican and/or U.S. diploma program. In this class students will learn the use of the library, will develop public speaking skills, will come to understand writing as a process, will be able to create an effective paragraph, will have an introduction to literary analysis and interpretation, and will develop the ability to understand the structure and meaning of a novel. Students will produce a research paper, a speech, compositions and a journal; in addition, students will study short stories and story outlines, and will be able to use literary terms such as characterization, setting, plot, etc. effectively.

Textbook            Beers, Kylee, et al. Elements of Literature – First Course.  
Holt, Rinehart, and Winston: Austin, Texas, (2009 Edition)

Prerequisite:        NONE

- Strand 1 = Literature
- Strand 2 = Informational Text
- Strand 3 = Writing
- Strand 4 = Speaking and Listening
- Strand 5 = Language

Code: Common Core State Standards. English Language Arts-Strand.Standard#  
Example: CCSS.ELA-Literacy.RL.7.1= Common Core State Standards. English Language Arts-Reading Literacy.7.1

## **Strand 1: Literature**

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.7.1	The student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.2	The student will determine a theme or central ideas of a text and analyze its development over the course of the text and provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.3	The student will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.7.4	The student will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.7.5	The student will analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.6	The student will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.7.7	The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CCSS.ELA-Literacy.RL.7.9	The student will 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.
Standard 3: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.7.10	The student will read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.
<b>Strand 2: Informational Text</b>	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RI.7.1	The student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2	The student will 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.
CCSS.ELA-Literacy.RI.7.3	The student will 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).
Standard 2: The student identifies the craft and structure of an informational text.	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.RI.7.4	The student will 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.
CCSS.ELA-Literacy.RI.7.5	The student will 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.
CCSS.ELA-Literacy.RI.7.6	The student will 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.
Standard 3: The student integrates knowledge and ideas in informational text.	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.RI.7.7	The student will compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.RI.7.8	The student will 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.
CCSS.ELA-Literacy.RI.7.9	The student will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Standard 4: The student increases own range of reading and level of text complexity in literature.	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.RI.7.10	The student will read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

<b>Strand 3: Writing</b>	
Standard CCSS.ELA-Literacy.W.7.1: The student writes arguments to support claims with clear reasons and relevant evidence.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.7.1.A	The student will introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.7.1.B	The student will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.7.1.C	The student will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCSS.ELA-Literacy.W.7.1.D	The student will establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.1.E	The student will provide a concluding statement or section that follows from and supports the argument presented.
Standard CCSS.ELA-Literacy.W.7.2: The student writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.7.2.A	The student will introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
CCSS.ELA-Literacy.W.7.2.B	The student will develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.7.2.C	The student will use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.7.2.D	The student will use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.7.2.E	The student will establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.2.F	The student will provide a concluding statement or section that follows from and supports the information or explanation presented.
Standard CCSS.ELA-Literacy.W.7.3: The student write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.7.3.A	The student will 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.
CCSS.ELA-Literacy.W.7.3.B	The student use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3.C	The student will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
CCSS.ELA-Literacy.W.7.3.D	The student will use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.7.3.E	The student will provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>Standard 2: Production and Distribution of Writing</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.7.4	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.5	The students will 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 with some guidance and support from peers and adults.
CCSS.ELA-Literacy.W.7.6	The student will use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>Standard 3: Research to Build and Present Knowledge</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.7.7	The student will conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigations.
CCSS.ELA-Literacy.W.7.8	The students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.7.9	The student will draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Standard 4: Range of Writing</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.7.10	The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Strand 4: Speaking and Listening**

Standard 1: The student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.SL.7.1.A	The student will come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.7.1.B	The student will follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.7.1.C	The student will pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-Literacy.SL.7.1.D	The student will acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-Literacy.SL.7.2	The student will analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-Literacy.SL.7.3	The student will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.SL.7.4	The student will present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.7.5	The student will include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.7.6	The student will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Strand 5: Language**

Standard 1: Language Conventions: The student will demonstrate command of the conventions of standard English grammar/ usage and capitalization, punctuation, and spelling when writing when writing or speaking.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.7.1.A	The student will explain the function of phrases and clauses in general and their function in specific sentences.
CCSS.ELA-Literacy.L.7.1.B	The student will choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-Literacy.L.7.1.C	The student will place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CCSS.ELA-Literacy.L.7.2.A	The student will use a commas to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).
CCSS.ELA-Literacy.L.7.2.B	The student will spell correctly.
Standard 2: Knowledge of Language	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.7.3.A	The student will choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Standard 3: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in own meaning, and uses acquired words and phrases.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.7.4.A	The student will 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.
CCSS.ELA-Literacy.L.7.4.B	The student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a words (e.g. <i>belligerent, bellicose, rebel</i> ).
CCSS.ELA-Literacy.L.7.4.C	The student will consult and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.7.4.D	The student will 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).
CCSS.ELA-Literacy.L.7.5.A	The student will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy.L.7.5.B	The student will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CCSS.ELA-Literacy.L.7.5.C	The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).
CCSS.ELA-Literacy.L.7.6	The student will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.