

ELA.7.R.1 Reading Prose and Poetry

Literary Elements

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.</p>	<p>Chapter 2 Analyzing Theme Through Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 29–30</p> <ul style="list-style-type: none"> ▪ <i>The Three Questions</i> by Leo Tolstoy (excerpt/short story) First Read: Analyzing Plot and Conflict—pp. 31–36 <p>Chapter 4 Determining Characters’ Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 64–65</p> <ul style="list-style-type: none"> ▪ <i>“The Doll’s House”</i> by Katherine Mansfield (excerpt/short story) First Read: Summarizing Central Ideas—pp. 66–71 Second Read: Understanding Figurative Language—pp. 71–72 Third Read: Determining Points of View—pp. 72–74 <p>Chapter 11 Analyzing Interactions of People, Ideas, and Events Preview Concepts/Chapter Goals/Making Connections—pp. 232–233</p> <ul style="list-style-type: none"> ▪ <i>Smarter Than You Think</i> by Clive Thompson (excerpt/nonfiction) First Read: Analyzing Interactions of People, Ideas, and Events—pp. 234–239 Second Read: Analyzing Text Structure—pp. 239–241 Third Read: Analyzing Point of View and Purpose—pp. 241–242 <p>Chapter 14 Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 286–287</p> <ul style="list-style-type: none"> ▪ <i>Feed</i> by M. T. Anderson (excerpt/novel) Second Read: Analyzing the Effects of Setting—pp. 293–294 <p>Chapter 16 Discovering How Story Elements Shape Literature Preview Concepts/Chapter Goals/Making Connections—pp. 340–341</p> <ul style="list-style-type: none"> ▪ <i>The Lions of Little Rock</i> by Kristin Levine (excerpt/novel) ▪ <i>Little Rock Central High School National Historic Site</i> (timeline) First Read: Analyzing How Setting Affects Conflict—pp. 342–347 <p>Chapter 17 Learning About History Through Fiction Preview Concepts/Chapter Goals/Making Connections—pp. 363–364</p> <ul style="list-style-type: none"> ▪ <i>“Drummer Boys”</i> by Stephen Currie (excerpt/article) First Read: Making Inferences—pp. 365–369 Second Read: Analyzing an Author’s Use of Language—pp. 370–371 Third Read: Analyzing a Fictional Account of a Historical Event—pp. 371–374 <p>Chapter 19 Analyzing an Author’s Portrayal of War Preview Concepts/Chapter Goals/Making Connections—pp. 394–395</p> <ul style="list-style-type: none"> ▪ <i>Fallen Angels</i> by Walter Dean Myers (excerpt/novel) First Read: Analyzing the Impact of Setting on Conflict—pp. 396–401 Second Read: Making Inferences About Characters—pp. 401–403 Third Read: Analyzing Author’s Use of Humor—pp. 403–405 <p>Chapter 20 Analyzing the Format of a Play Preview Concepts/Chapter Goals/Making Connections—pp. 411–412</p> <ul style="list-style-type: none"> ▪ <i>Elizabeth Blackwell</i> by Cynthia Mercati (excerpt/play) First Read: Determining Theme—pp. 413–418 Second Read: Analyzing the Unique Format of a Play—pp. 418–421 Third Read: Analyzing the Purpose of a Scene—pp. 421–422

ELA.7.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.
- Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
- Clarification 3: The themes being compared may be in the same or multiple literary texts.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.</p>	<p>Chapter 2 Analyzing Theme Through Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 29–30</p> <ul style="list-style-type: none"> ▪ <i>The Three Questions</i>” by Leo Tolstoy (excerpt/short story) First Read: Analyzing Plot and Conflict—pp. 31–36 Second Read: Identifying Theme—pp. 36–37 Third Read: Understanding Point of View—pp. 38–39 <p>Chapter 14 Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 286–287</p> <ul style="list-style-type: none"> ▪ <i>Feed</i> by M. T. Anderson (excerpt/novel) First Read: Comparing Points of View—pp. 288–293 Second Read: Analyzing the Effects of Setting—pp. 293–294 Third Read: Determining Theme—pp. 295–298 <p>Chapter 18 Analyzing the Structure of a Story Preview Concepts/Chapter Goals/Making Connections—pp. 380–381</p> <ul style="list-style-type: none"> ▪ <i>“Our Jacko”</i> by Michael Morpurgo (excerpt/short story) Second Read: Exploring Theme—pp. 386–387

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.
- Clarification 2: “Shifts in point of view” refers to a change in the narrator’s point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.1.3: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p>	<p>Chapter 2 Analyzing Theme Through Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 29–30</p> <ul style="list-style-type: none"> ▪ <i>The Three Questions</i>” by Leo Tolstoy (excerpt/short story) Third Read: Understanding Point of View—pp. 38–39 <p>Chapter 3 Understanding Point of View Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 46–47</p> <ul style="list-style-type: none"> ▪ <i>“Zoo Complicated: Are Captive Animals Happy?”</i> by Kathryn Hulick (excerpt/article) First Read: Making Inferences—pp. 48–52 Second Read: Understanding Structure and Purpose—pp. 53–55 Third Read: Determining Point of View—pp. 56–57 <p style="text-align: right;"><i>continued</i></p>

ELA.7.R.1 Reading Prose and Poetry

Perspective and Point of View

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7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
	<p>Chapter 6 Understanding Different Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 118–119</p> <ul style="list-style-type: none"> ▪ <i>Catch Me If You Can by Frank Abagnale Jr. with Stan Redding (excerpt/memoir)</i> <p>First Read: Making an Inference—pp. 120–125 Second Read: Analyzing Point of View—pp. 125–126 Third Read: Comparing and Contrasting Presentations—pp. 127–131</p> <p>Chapter 8 Determining Author’s Purpose Preview Concepts/Chapter Goals/Making Connections—pp. 157–158</p> <ul style="list-style-type: none"> ▪ <i>“The Fact Checker’s Guide for Detecting Fake News” by Glenn Kessler from The Washington Post (excerpt/article)</i> <p>Third Read: Determining Point of View and Purpose—pp. 166–167</p> <p>Chapter 10 Analyzing Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 195–196</p> <ul style="list-style-type: none"> ▪ <i>The Giver by Lois Lowry (excerpt/novel)</i> <p>Third Read: Analyzing Points of View—pp. 204–206</p> <p>Chapter 11 Analyzing Interactions of People, Ideas, and Events Preview Concepts/Chapter Goals/Making Connections—pp. 232–233</p> <ul style="list-style-type: none"> ▪ <i>Smarter Than You Think by Clive Thompson (excerpt/nonfiction)</i> <p>Third Read: Analyzing Point of View and Purpose—pp. 241–242</p> <p>Chapter 14 Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 286–287</p> <ul style="list-style-type: none"> ▪ <i>Feed by M. T. Anderson (excerpt/novel)</i> <p>First Read: Comparing Points of View—pp. 288–293</p> <p>Chapter 16 Discovering How Story Elements Shape Literature Preview Concepts/Chapter Goals/Making Connections—pp. 340–341</p> <ul style="list-style-type: none"> ▪ <i>The Lions of Little Rock by Kristin Levine (excerpt/novel)</i> ▪ <i>Little Rock Central High School National Historic Site (timeline)</i> <p>Second Read: Analyzing How Point of View Affects a Story—pp. 347–350</p>

Poetry

Benchmark Clarifications

- Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.
- Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.1.4: Analyze the impact of various poetic forms on meaning and style.</p>	<p>Chapter 12 Analyzing Repetition and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 249–250</p> <ul style="list-style-type: none"> ▪ <i>“The Secret of the Machines” by Rudyard Kipling (excerpt/poetry)</i> <p style="text-align: right;"><i>continued</i></p>

ELA.7.R.1 Reading Prose and Poetry

Poetry

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7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
	<p>First Read: Determining a Central Idea—pp. 251–255 Second Read: Examining the Impact of Repeated Sounds—pp. 255–256 Third Read: Analyzing How Structure Helps Develop an Idea—pp. 257–259</p>

ELA.7.R.2 Reading Informational Text

Structure

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.</p>	<p>Chapter 3 Understanding Point of View Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 46–47</p> <ul style="list-style-type: none"> ▪ “Zoo Complicated: Are Captive Animals Happy?” by Kathryn Hulick (excerpt/article) <p>Second Read: Understanding Structure and Purpose—pp. 53–55</p> <p>Chapter 8 Determining Author’s Purpose Preview Concepts/Chapter Goals/Making Connections—pp. 157–158</p> <ul style="list-style-type: none"> ▪ “The Fact Checker’s Guide for Detecting Fake News” by Glenn Kessler from <i>The Washington Post</i> (excerpt/article) <p>Second Read: Analyzing Text Structure—pp. 164–165</p> <p>Chapter 10 Analyzing Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 195–196</p> <ul style="list-style-type: none"> ▪ <i>The Giver</i> by Lois Lowry (excerpt/novel) <p>Making Connections (text features)—p. 196</p> <p>Chapter 11 Analyzing Interactions of People, Ideas, and Events Preview Concepts/Chapter Goals/Making Connections—pp. 232–233</p> <ul style="list-style-type: none"> ▪ <i>Smarter Than You Think</i> by Clive Thompson (excerpt/nonfiction) <p>Second Read: Analyzing Text Structure—pp. 239–241</p> <p>Chapter 12 Analyzing Repetition and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 249–250</p> <ul style="list-style-type: none"> ▪ “The Secret of the Machines” by Rudyard Kipling (excerpt/poetry) <p>Third Read: Analyzing How Structure Helps Develop an Idea—pp. 257–259</p> <p>Chapter 18 Analyzing the Structure of a Story Preview Concepts/Chapter Goals/Making Connections—pp. 380–381</p> <ul style="list-style-type: none"> ▪ “Our Jacko” by Michael Morpurgo (excerpt/short story) <p>First Read: Analyzing Parallel Stories—pp. 382–386 Second Read: Exploring Theme—pp. 386–387 Third Read: Analyzing Figurative Language—pp. 387–388</p>

ELA.7.R.2 Reading Informational Text

Central Idea

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.</p>	<p>Chapter 4 Determining Characters’ Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 64–65</p> <ul style="list-style-type: none"> ▪ <i>“The Doll’s House” by Katherine Mansfield (excerpt/short story)</i> <p>First Read: Summarizing Central Ideas—pp. 66–71</p> <p>Chapter 7 Analyzing Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 138–139</p> <ul style="list-style-type: none"> ▪ <i>Think: Why You Should Question Everything by Guy Harrison (excerpt/nonfiction)</i> <p>First Read: Analyzing Central Ideas—pp. 140–145 Second Read: Determining Word Meanings—pp. 145–148 Third Read: Evaluating an Argument—pp. 148–150</p> <p>Chapter 12 Analyzing Repetition and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 249–250</p> <ul style="list-style-type: none"> ▪ <i>“The Secret of the Machines” by Rudyard Kipling (excerpt/poetry)</i> <p>First Read: Determining a Central Idea—pp. 251–255</p> <p>Chapter 13 Comparing Presentations of a Topic Preview Concepts/Chapter Goals/Making Connections—pp. 268–269</p> <ul style="list-style-type: none"> ▪ <i>“Robots will eliminate 6% of all US jobs by 2021, report says” by Olivia Solon (excerpt/article)</i> ▪ <i>“Robots Are Slowly Taking Over the Job Market” by Lindsey Pulse (article)</i> <p>First Read: Analyzing the Development of Central Ideas—pp. 270–274</p>

Purpose and Perspective

Benchmark Clarifications

- Clarification 1: This benchmark focuses on the way in which diction (the author’s word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.</p>	<p>Chapter 5 Analyzing Arguments from Different Texts Preview Concepts/Chapter Goals/Making Connections—pp. 81–82</p> <ul style="list-style-type: none"> ▪ <i>A Plea for the Animals: “Why I Am a Vegetarian” by Matthieu Ricard (excerpt/informational)</i> <p>First Read: Identifying Author’s Purpose—pp. 83–86</p> <p>Chapter 11 Analyzing Interactions of People, Ideas, and Events Preview Concepts/Chapter Goals/Making Connections—pp. 232–233</p> <ul style="list-style-type: none"> ▪ <i>Smarter Than You Think by Clive Thompson (excerpt/nonfiction)</i> <p>Third Read: Analyzing Point of View and Purpose—pp. 241–242</p> <p>Chapter 12 Analyzing Repetition and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 249–250</p> <ul style="list-style-type: none"> ▪ <i>“The Secret of the Machines” by Rudyard Kipling (excerpt/poetry)</i> <p>Introduction: Preview Academic Vocabulary (syntax)—pp. 249–250 Second Read: Examining the Impact of Repeated Sounds—pp. 255–256</p> <p style="text-align: right;"><i>continued</i></p>

ELA.7.R.2 Reading Informational Text

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	<p>Chapter 15 Analyzing Different Interpretations of Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 304–305</p> <ul style="list-style-type: none"> • “It’s ‘digital heroin’: How screens turn kids into psychotic junkies” by Dr. Nicholas Kardaras (excerpt/article) <p>Second Read: Determining Point of View and Purpose (word choice)—pp. 309–311</p>

Argument

Benchmark Clarifications

- Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
- Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p>	<p>Chapter 5 Analyzing Arguments from Different Texts Preview Concepts/Chapter Goals/Making Connections—pp. 81–82</p> <ul style="list-style-type: none"> • <i>A Plea for the Animals: “Why I Am a Vegetarian”</i> by Matthieu Ricard (excerpt/informational) <p>First Read: Identifying Author’s Purpose—pp. 83–86 Second Read: Evaluating an Argument—pp. 86–88 Third Read: Comparing and Contrasting Arguments—pp. 89–92</p> <p>Chapter 7 Analyzing Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 138–139</p> <ul style="list-style-type: none"> • <i>Think: Why You Should Question Everything</i> by Guy Harrison (excerpt/nonfiction) <p>Third Read: Evaluating an Argument—pp. 148–150</p>

ELA.7.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.
- Clarification 2: See Secondary Figurative Language.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).</p>	<p>Chapter 4 Determining Characters’ Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 64–65</p> <ul style="list-style-type: none"> • “The Doll’s House” by Katherine Mansfield (excerpt/short story) <p>Second Read: Understanding Figurative Language—pp. 71–72</p> <p>Chapter 17 Learning About History Through Fiction Preview Concepts/Chapter Goals/Making Connections—pp. 363–364</p> <ul style="list-style-type: none"> • “Drummer Boys” by Stephen Currie (excerpt/article) <p>Second Read: Analyzing an Author’s Use of Language—pp. 370– <i>continued</i></p>

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7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
	<p>Chapter 18 Analyzing the Structure of a Story Preview Concepts/Chapter Goals/Making Connections—pp. 380–381</p> <ul style="list-style-type: none"> ▪ “Our Jacko” by Michael Morpurgo (<i>excerpt/short story</i>) Third Read: Analyzing Figurative Language—pp. 387–388

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 1 Identifying Key Ideas and Details Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ “Our Brains Are Wired for Morality” by Jean Decety and Jason M. Cowell (<i>excerpt/article</i>) First Read: Summarizing a Text—pp. 10–15 <p>Chapter 2 Analyzing Theme Through Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 29–30</p> <ul style="list-style-type: none"> ▪ <i>The Three Questions</i>” by Leo Tolstoy (<i>excerpt/short story</i>) Second Read: Identifying Theme (summarize the plot)—pp. 36–37 <p>Chapter 4 Determining Characters’ Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 64–65</p> <ul style="list-style-type: none"> ▪ “The Doll’s House” by Katherine Mansfield (<i>excerpt/short story</i>) First Read: Summarizing Central Ideas—pp. 66–71 <p>Unit 4 Introduction: Preview Academic Vocabulary (paraphrase)—p. 429</p> <p>ELL Support Paraphrase—TWE pp. 19, 73, 82, 83, 118, 144, 210, 233, 257, 287, 295, 305, 320, 430</p> <p>Speak and Listen Paraphrase—TWE pp. 37</p> <p>The Writing Process Organize Ideas (summarize main points)—p. 220 Take Notes (paraphrase)—p. 433</p> <p>Focus Focus on Analyzing a Fictional Account of a Historical Event (paraphrase or direct quotations)—p. 373</p> <p>Project-Based Assessments Personal Interview (write a summary/paraphrase responses)—TWE pp. 407–408</p>

ELA.7.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

- Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.
- Clarification 1: Texts for this benchmark should be selected from the following literary periods:
American Literature
 - Colonial and Early National Period (1600–1830)
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
 - Contemporary Period (1945–present)

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.3.3: Compare and contrast how authors from different time periods address the same or related topics.</p>	<p>Chapter 5 Analyzing Arguments from Different Texts Preview Concepts/Chapter Goals/Making Connections—pp. 81–82</p> <ul style="list-style-type: none"> ▪ <i>A Plea for the Animals: “Why I Am a Vegetarian” by Matthieu Ricard (excerpt/informational)</i> Third Read: Comparing and Contrasting Arguments—pp. 89–92 <p>Chapter 6 Understanding Different Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 118–119</p> <ul style="list-style-type: none"> ▪ <i>Catch Me If You Can by Frank Abagnale Jr. with Stan Redding (excerpt/memoir)</i> Third Read: Comparing and Contrasting Presentations—pp. 127–131 <p>Chapter 13 Comparing Presentations of a Topic Preview Concepts/Chapter Goals/Making Connections—pp. 268–269</p> <ul style="list-style-type: none"> ▪ <i>“Robots will eliminate 6% of all US jobs by 2021, report says” by Olivia Solon (excerpt/article)</i> ▪ <i>“Robots Are Slowly Taking Over the Job Market” by Lindsey Pulse (article)</i> <p>First Read: Analyzing the Development of Central Ideas—pp. 270–274 Second Read: Comparing Media Portrayals of a Topic—pp. 274–278 Third Read: Analyzing Presentations of the Same Topic—pp. 278–280</p> <p>Chapter 16 Discovering How Story Elements Shape Literature Preview Concepts/Chapter Goals/Making Connections—pp. 340–341</p> <ul style="list-style-type: none"> ▪ <i>The Lions of Little Rock by Kristin Levine (excerpt/novel)</i> ▪ <i>Little Rock Central High School National Historic Site (timeline)</i> <p>Third Read: Comparing and Contrasting Historical Fiction and Nonfiction—pp. 350–356</p>

7th Grade Reading

ELA.7.R.3 Reading Across Genres

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
- Clarification 2: See Rhetorical Appeals.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.R.3.4: Identify rhetorical appeals in a text.</p>	<p>Chapter 3 Understanding Point of View Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 46–47</p> <ul style="list-style-type: none"> ▪ <i>“Zoo Complicated: Are Captive Animals Happy?”</i> by Kathryn Hulick (excerpt/article) Third Read: Determining Point of View (rhetoric)—pp. 56–57 <p>Chapter 7 Analyzing Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 138–139</p> <ul style="list-style-type: none"> ▪ <i>Think: Why You Should Question Everything</i> by Guy Harrison (excerpt/nonfiction) Third Read: Evaluating an Argument (rhetorical devices)—pp. 148–150 <p>Lesson for Introducing Close Reading Methods of persuasion (appeals to emotion (pathos), logic (logos), or ethics/character (ethos))—TWE p. xxiii</p>

7th Grade Communication

ELA.7.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.
- Clarification 2: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p>	<p>Unit 3 Writing Writing a Fictional Narrative—pp. 324–332</p> <p>Project-Based Assessments Change the Point of View, pp. 40–41; Diary, p. 407; Personal Essay, p. 209; Write a Narrative, pp. 245–246; Poem About Modern Technology, pp. 261–262; Write a Book Chapter, p. 291; Historical Fiction, pp. 358–359; Personal Interview, pp. 408–409; Dramatic Scene, p. 425</p>

7th Grade Communication

ELA.7.C.1 Communicating Through Writing

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p>	<p>Unit 1 Writing Writing an Argumentative Essay—pp. 99–108</p> <p>Project-Based Assessments Argumentative Essay, pp. 24–25, 377; Literary Analysis, pp. 76–77; Letter to the Editor, pp. 94–95; Response Essay, pp. 152, 290, 376; Brochure, p. 191; Letter to the Principal, pp. 244–245; Op-Ed, pp. 281–282; Job Fair Pamphlet, pp. 282–283; Letter, pp. 390–391</p> <p>Practice Performance Task Argumentative Essay—pp. 333–338</p>

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p>	<p>Unit 2 Writing Writing an Informative Text—pp. 214–224</p> <p>Unit 4 Writing Writing a Research Paper—pp. 429–436</p> <p>Practice Performance Task Essential Question Essay—pp. 109–116 Explanatory Essay—pp. 225–230 Comparative Essay—pp. 437–442</p> <p>Project-Based Assessments Introducing Frank Abagnale, pp. 132–133; Character Analysis, pp. 133–134; Draw a Diagram, p. 153; Investigative Report, pp. 170–171; Compare and Contrast Essay, pp. 171–173; Develop a Public Service Announcement, pp. 319–320; Historical Background, pp. 357–358; Documentary, p. 426</p>

Improving Writing

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>	<p>The Writing Process pp. 94–100, 189–196, 295–301, 404–412</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 99, 214–215, 325 Brainstorming for Ideas/a Topic—pp. 100, 215–216, 325, 430</p> <p style="text-align: right;"><i>continued</i></p>

7th Grade Communication

ELA.7.C.1 Communicating Through Writing

Improving Writing

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
	<p>Generate Ideas—pp. 102, 220, 326 Organize Ideas—pp. 105, 191, 329, 433 Gather Information—p. 217 Conduct Research—p. 432 First Draft—pp. 105, 221, 329–330, 434</p> <p>Revising and Editing (with feedback) Revision—pp. 106, 222, 330, 434 First Peer Review (Steps for Peer Review)—pp. 106, 222, 435 Second Peer Review (Partner)—pp. 107, 223 Second Review (Teacher/Parent)—p. 435 Final Peer Review—pp. 108, 224, 436 Proofread—pp. 108, 224, 332, 436 Final Essay/Final Text/Final Narrative—pp. 108, 224, 332, 436</p>

ELA.7.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
<p>ELA.7.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 17, 20, 36, 37, 39, 55, 57, 71, 74, 131, 145, 148, 150, 164, 165, 183, 187, 201, 206, 239, 241, 255, 256, 258, 278, 280, 292, 294, 298, 309, 311, 317, 347, 350, 355, 370, 374, 386, 388, 403, 405, 417, 421</p> <p>Project-Based Assessments Digital Presentation, pp. 58–59, 190, 262–263; Pictorial Presentation, pp. 75–76; Awareness Speech, p. 94; Oral Presentation, p. 391</p>

7th Grade Communication

ELA.7.C.2 Following Conventions

Conventions

Benchmark Clarifications

- Clarification 1: Skills to be implemented but not yet mastered are as follows:
 - Use verbals including gerunds, infinitives, and participial phrases.
 - Use comparative and superlative forms of adjectives.
 - Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use colons.
 - Appropriately use dangling modifiers.
 - Appropriately use ellipses.
 - Appropriately use hyphens.
 - Vary sentence structure.
- Clarification 2: See Convention Progression by Grade Level for more information.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Language (grammar, punctuation, capitalization, spelling) Using Commas to Set Off Nonrestrictive Phrases and Clauses, pp. 39–40; Sentence Structure, pp. 57–58; Consistent Verb Tenses, pp. 93–94; Using Commas with Coordinate Adjectives, pp. 150–151; Correcting Misplaced Modifiers, pp. 167–169; Complex Sentences with Subordinating Conjunctions and Relative Pronouns, pp. 187–189; Using Dashes, pp. 243–244; Subject and Verb Agreement, pp. 280–281; Using Context Clues, pp. 298; Comma Usage, pp. 317–319; Capitalization, pp. 356–357; Spelling Rules, pp. 374–376; Using Phrases Effectively, pp. 405–407

ELA.7.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.	<p>On Your Own Integrating Ideas (research)—pp. 25, 42, 60, 77, 95, 134, 154, 173, 191, 211, 246, 263, 283, 301, 321, 359, 377, 391, 407, 426</p> <p>Tech-Connect Conduct research—pp. 17, 55, 86, 87, 92, 132, 145, 166, 190, 293, 316, 369, 421</p> <p>Project-Based Assessments (requiring research) Digital Presentation, pp. 58–59, 190, 262–263; Pictorial Presentation, pp. 75–76; Awareness Speech, p. 94; Investigative Report, pp. 170–171; Historical Background, pp. 357–358; Oral Presentation, p. 391; Documentary, p. 426</p> <p>The Writing Process Conduct Research—p. 432</p>

7th Grade Communication

ELA.7.C.5 Creating and Collaborating

Multimedia

Benchmark Clarifications

- Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.	Project-Based Assessments Digital Presentation, pp. 58–59, 190, 262–263; Pictorial Presentation, pp. 75–76; Awareness Speech, p. 94; Oral Presentation, p. 391

Technology in Communication

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.C.5.2: Use digital tools to produce writing.	Tech-Connect Online search, collaboration, and publication—pp. 13, 17, 34, 51, 58, 69, 86, 87, 92, 123, 143, 145, 162, 181, 200, 237, 272, 278, 293, 298, 300, 308, 316, 346, 368, 369, 385, 400, 416, 421 Final Essay/Final Narrative/Final Text Upload essay to websites or blog—pp. 108, 224, 332, 436 Using Technology in the Classroom TWE pp. 445–446

7th Grade Vocabulary

ELA.7.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
- Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	Chapter 1 Identifying Key Ideas and Details Second Read: Understanding Technical Terms—pp. 15–17 Chapter Introduction Preview Academic Vocabulary—pp. 8, 29, 46, 64, 81, 118, 138, 157, 176, 195, 232, 249, 268, 286, 304, 340, 363, 380, 394, 411

ELA.7.V.1 Finding Meaning

Morphology

Benchmark Clarifications

- Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Language Prefixes, Suffixes, and Root Words, pp. 20–22

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.7.R.3.1 and Secondary Figurative Language.

7 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 7
ELA.7.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<p>Chapter 7 Analyzing Central Ideas Second Read: Determining Word Meanings (context clues/ connotations)—pp. 145–148</p> <p>Chapter 13 Comparing Presentations of a Topic Introduction: Preview Academic Vocabulary (connotation/ denotation)—p. 268</p> <p>Chapter 18 Analyzing the Structure of a Story Third Read: Analyzing Figurative Language—pp. 387–388</p> <p>Language Prefixes, Suffixes, and Root Words (context clues), pp. 20–22; Connotations and Denotations, pp. 74–75; Understanding Context Clues, pp. 131–132; Interpreting Figures of Speech, pp. 259–261; Using Context Clues, pp. 298; Word Meanings, pp. 389–390; Determining Word Meaning, pp. 422–424</p>