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# Junior Academy English 7

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Course Description  
and  
Curriculum  
Mapping

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Telesis Preparatory Academy

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**Telesis Preparatory Academy**

Contact Person(s): Administrator - Sandra Breece Ed.D.  
Team Leader Name - Padmaja Chava  
Course Instructor - Marti Nash

CURRENT COURSE INFORMATION: COURSE ID: JA English 7  
CLASS LEVEL: Traditional 7<sup>th</sup> grade

COURSE RESOURCES: Text: Pearson Literature Grade 7  
Pearson Education, Inc. 2015  
ISBN: 978-0-13-326818-8  
Delivered through Pearson Education

ON LINE RESOURCES at [www.pearsonrealize.com](http://www.pearsonrealize.com)  
[www.edmodo.com](http://www.edmodo.com)  
[www.glogster.edu.com](http://www.glogster.edu.com)  
<http://padlet.com>  
<http://quizstar.4teachers.org/>  
<http://www.wordcentral.com/>  
<http://www.arbookfind.com/>  
<http://www.readwritethink.org/>

Available Resources:

ExamView Test Generator  
Interactive Textbook  
Presentation Pro CD-ROM  
Computer Test Bank  
Test Prep Resources  
Spanish Resources

**Course Description:** According to the Arizona College and Career Readiness Standards, Junior Academy English students receive instruction in reading, writing, grammar, and spelling. The emphasis in reading instruction lies primarily in comprehension of literary and informational text, and vocabulary skills. Students are taught to use QAR (Question Answer Relationship) to identify and answer different types of questions, as well as various reading strategies. Within cooperative reading groups, students use reciprocal reading practices to analyze plot development of a novel. Reciprocal reading consists of predicting, summarizing, questioning, and clarifying. Students identify and use different points of view, poetry elements, and figurative language throughout the course.

In addition, students write a series of 5-paragraph essays throughout the semester. Emphasis is on the writing process: prewriting, draft, editing, and final. They learn the structural differences among the types of essays: narrative, persuasive, and explanatory. Students practice grammar skills daily through D.O.L. (Daily Oral Language) and journal writing.

Adopted 07/2014

Specific(s) Included by Topic are:

TOPICS	CONTENT
Common Core Foundations (introduction)	Building academic vocabulary
	Writing an objective summary
	Comprehending Complex texts (QAR, Unravel, Reciprocal)
	Analyzing arguments
	Conducting research
Literature – Short Story	Plot - predictions
	Character point of view - predictions
	Conflict & resolution - inferences
	Characterization
	structure
	Persuasive techniques
	Rhetorical devices
Literature - Nonfiction	Main idea
	Classifying fact from opinion
	Fiction & nonfiction
	Characters
	Biography
	Folk Tales
Literature - Poetry	Forms of poetry
	Figurative language
	Sound devices
	Imagery
	Repetition
	Structure
	Diction
	Primary Sources
	Irony
	Author’s viewpoint
Literature - Drama	Dialogue purpose for reading
	Stage directions purpose for reading
	Point of view
	Characters’ motives
	Setting
	Main idea
	Tone
	Author’s argument

Literature – Oral Tradition	Myth – cause & effect
	Legend and fact – cause & effect
	Cultural context – compare & contrast
	Folk Tales – compare & contrast
	Universal theme
	Symbolism
	Direct Quotation
	Dialogue
	Idiom
Language	Using a Dictionary and Thesaurus
	Word Origins
	Words with Multiple Meanings
	Connotation & Denotation
	Figurative Language
	Conventions
	Sentence Structure
Speaking and Listening	Delivering an oral summary
	Evaluating a persuasive presentation
	Evaluating media messages & advertisements
	Conducting an interview
	Research presentation
Writing Process	Autobiographical Narrative
	Argumentative (Persuasive) Essay
	Explanatory (Expository): Compare & Contrast Essay
	Response to Literature Essay
	Explanatory (Expository): Cause-and-Effect Essay
	Research Report
	Journal writing

**YEARLY REQUIRED ASSESSMENTS & BENCHMARKING (Grades 7-12):**

WEEK	DATE RANGE	TESTING TYPE
WEEK 1	August 12-15	STAR Reading (to set AR goals) & STAR Math
WEEK 2	August 18-22	Galileo Pre-tests
WEEK 8	October 14-17	Galileo Benchmark #1
WEEK 10	October 21-23	HS AIMS Writing, Reading, & Math (Grades 10-12)
WEEK 17	December 15-18	Galileo Benchmark #2
WEEK 18	January 5-9	Performance based finals for semester classes
WEEK 19	January 12-16	Galileo Pre-test Sem. 2 (grades 9-12)
WEEK 20	January 20-23	STAR Reading (to set semester 2 AR goals) & STAR Math
WEEK 25	February 23-26	Galileo Benchmark #3 (grades 1-8) – Benchmark #1 (grades 9-12)
WEEK 28-29	March 23-April 3	PARCC/SB Testing Window (undecided)
WEEK 30	April 7 & 8	HS AIMS Math & Science (Grades 10-12)
WEEK 31	April 13-17	AIMS (3-8) undecided
WEEK 35	May 11-15	STAR Reading & Math (final progress)
WEEK 36	May 18-22	Galileo Post-tests

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

7<sup>th</sup> Grade ELA

Pearson Common Core Literature

Curriculum Pacing

Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Pacing	Dates: 2014-2015
INTRO – Classroom procedures, student handbook, social contract					
Assessment: Galileo pretest, STAR, MAZE, WPM, Writing sample					
<b>Unit 1: Does every conflict have a winner?</b>  Part 1: close reading workshop  <b>SWBAT:</b>	short story elements  explanatory essay	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5  7.L.6  7.SL.1  7.W.2, 7.W.4, 7.W.7, 7.W.8, 7.W.9		1 week	August 11-16
Part 2 theme: different perspectives, comparing texts  <b>SWBAT:</b>	make predictions, character & point of view, make inferences, conflict & resolution, theme, characterization  nouns, pronouns, adjectives & adverbs, pronoun-antecedent agreement  <b>Autobiographical narrative</b>	7.RL.2, 7.RL.3, 7.RL.5  7.L.1, 7.L.1a, 7.L.1b, 7.L.1c, 7.L.1d, 7.L.2, 7.L.2b, 7.L.4b, 7.L.4c, 7.L.4d, 7.L.5c, 7.L.6  7.SL.1c, 7.SL.1d, 7.SL.2, 7.SL.3, 7.SL.5,  7.W.1, 7.W.2a, 7.W.2b, 7.W.2e, 7.W.3, 7.W.3a, 7.W.3b, 7.W.3c, 7.W.3d, 7.W.3e, 7.W.4, 7.W.7		2-3 weeks	
Part 3: text set topic - competition	conflict, structure, persuasive techniques, rhetorical devices	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5  7.RI.1, 7.RI.2, 7.RI.3,		2-3 weeks	

<b>SWBAT:</b>	proper nouns & pronoun agreement  explanatory text: analytical essay, fictional narrative, informative text: essay, argument	7.RI.4, 7.RI.5, 7.RI.6, 7.RI.7  7.L.1, 7.L.2, 7.L.3, 7.L.4, 7.L.4a, 7.L.5, 7.L.6  7.SL.1, 7.SL.4  7.W.1, 7.W.2, 7.W.3, 7.W.4, 7.W.5, 7.W.7, 7.W.8, 7.W.9, 7.W.9a, 7.W.9b, 7.W.10			
Mid-Semester Assessment: STAR, MAZE, WPM		Benchmark 1 – Galileo: (standards tested)	October 14-17		
<b>Unit</b>  <b>Learning Objective</b>	<b>Topic</b>	<b>AZCCRS</b>  <b>Alignment</b>	<b>Support Resources and Strategies</b>	<b>Pacing</b>	<b>Dates:</b>  <b>2014-2015</b>
<b>Unit 2: What should we learn?</b>  Part 1: close reading workshop  <b>SWBAT:</b>	non-fiction  explanatory essay	7.RI.1, 7.RI.2, 7.RI.5, 7.RI.6, 7.RI.9  7.L.4b, 7.L.6  7.SL.1, 7.SL.1b  7.W.2, 7.W.7		1 week	
Part 2 theme: exploring ideas, comparing texts  <b>SWBAT:</b>	main idea, classifying fact & opinion, word choice/diction, fiction and nonfiction  action & linking verbs, parts of verbs, conjunctions and interjections, subjects and predicates  outline, persuasive letter, explanatory essay, <b>argumentative essay</b>	7.RL.3  7.RI.2, 7.RI.3, 7.RI.4, 7.RI.5, 7.RI.6, 7.RI.7, 7.RI.8  7.L.1, 7.L.2, 7.L.2b, 7.L.3, 7.L.3a, 7.L.4b, 7.L.4c, 7.L.5a, 7.L.5b, 7.L.6  7.SL.2, 7.SL.3, 7.SL.4  7.W.1, 7.W.1a-e, 7.W.2a, 7.W.3d, 7.W.4, 7.W.5, 7.W.6, 7.W.8, 7.W.9, 7.W.9b		2-3 weeks	
Part 3: text set topic - motivation  <b>SWBAT:</b>	autobiography, biography, characters, folk tales  compound predicates, pronoun agreement  persuasive essay, fictional narrative, informative essay, narrative: folk tale	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RI.5, 7.RI.6,  7.RI.1, 7.RI.2, 7.RI.3, 7.RI.4, 7.RI.6  7.L.4, 7.L.4c, 7.L.5b, 7.L.6,  7.SL.1, 7.SL.1a, 7.SL.1c, 7.SL.2b  7.W.1, 7.W.1a-e, 7.W.2,		2-3 weeks	

		7.W.2e, 7.W.3, 7.W.3c, 7.W.3d, 7.W.5, 7.W.6, 7.W.7, 7.W.8, 7.W.10			
Benchmark 2 – Galileo: (standards tested)			December 15-19		
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Pacing	Dates: 2014-2015
<b>Unit 3: What is the easiest way to communicate?</b>  Part 1: close reading workshop  <b>SWBAT:</b>	poetry  explanatory essay	7.RL.1, 7.RL.2, 7. RL.4, 7.RL.5  7.L.6  7.SL.1  7.W.2, 7.W.4, 7.W.7, 7.W.9a		1 week	
Part 2 theme: sounds and images, comparing texts  <b>SWBAT:</b>	forms of poetry, draw conclusions, figurative language, paraphrase, sound devices, imagery  sentence functions and end marks, independent 7 dependent clauses, sentence structures, subject/verb agreement  <b>Explanatory Text: compare &amp; contrast essay</b>	7.RL.4, 7.RL.5, 7.RL.7  7.L.1a-c, 7.L.2, 7.L.3a, 7.L.4, 7.L.4a, 7.L.4c, 7.L.4d, 7.L.5b, 7. L.5c, 7.L.6  7.SL.1c, 7.SL.1d, 7.SL.2, 7.SL.3, 7.SL.4, 7.SL.5, 7.SL.6,  7.W.1, 7.W.2a-e, 7.W.4, 7.W.5, 7.W.6, 7.W.7, 7.W.9a		2-3 weeks	
End Semester Assessment: STAR, MAZE, WPM			January 19-23		
Part 3: text set topic - heroes and outlaws  <b>SWBAT:</b>	repetition, structure, diction, primary sources, irony, author’s viewpoint  clauses & conjunctions, pronoun-antecedent agreement  persuasive letter, fictional narrative, compare & contrast essay	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5  7.RI.1, 7.RI.2, 7.RI.3, 7.RI.4, 7.RI.5, 7.RI.6, 7.RI.9  7.L.1, 7.L.1a, 7.L.4, 7.L.4a, 7. L.4d, 7.L.5, 7.L.5b  7.SL.1, 7.SL.4, 7.SL.5, 7.SL.6  7.W.1, 7.W.1d, 7.W.3, 7.W.4, 7.W.7, 7.W.8		2-3 weeks	
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Pacing	Dates: 2014-2015

<b>Unit 4: Do others see us more clearly than we see ourselves?</b>  Part 1: close reading workshop  <b>SWBAT:</b>	drama  explanatory essay   	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5  7.L.6  7.SL.1, 7.SL.4  7.W.2, 7.W.7		1 week	
Part 2 theme: dramatic transformations, comparing texts  <b>SWBAT:</b>	reading dialogue, stage directions, point of view  prepositions & prepositional phrases, appositives and appositive phrases  <b>Response to Literature: Review of a short story</b>	7.RL.3, 7.RL.5  7.RI.6, 7.RI.9  7.L.1a, 7.L.1c, 7.L.2, 7.L.2b, 7.L.3, 7.L.4b, 7.L.4c, 7.L.5b, 7.L.5c, 7.L.6  7.SL.1a, 7.SL.1b, 7.SL.1c, 7.SL.2, 7.SL.6  7.W.1, 7.W.1a-e, 7.W.2, 7.W.5, 7.W.7, 7.W.9, 7.W.9a		2-3 weeks	
Benchmark 3 – Galileo: (standards tested)			February 23-27		
Part 3: text set topic - leaders and followers  <b>SWBAT:</b>	character motives, setting, main idea, tone, author’s argument  prepositions and prepositional phrases, end punctuation  compare & contrast essay, autobiographical narrative, argument	7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.7, 7.RL.9  7.RI.1, 7.RI.2, 7.RI.3, 7.RI.4, 7.RI.5, 7.RI.6  7.L.1a, 7.L.4a, 7.L.4c, 7.L.5b, 7.L.5c, 7.L.6  7.SL.1, 7.SL.1a, 7.SL.1c, 7.SL.4, 7.SL.6  7.W.1, 7.W.1a-c, 7.W.1e, 7.W.2, 7.W.2a, 7.W.2b, 7.W.3, 7.W.4, 7.W.7, 7.W.8, 7.W.10		2-3 weeks	
Mid-Semester Assessment: STAR, MAZE, WPM			March 9-13		
<b>Unit</b>		<b>AZCCRS</b>	<b>Support Resources and Strategies</b>		<b>Dates:</b>
<b>Learning Objective</b>	<b>Topic</b>	<b>Alignment</b>		<b>Pacing</b>	<b>2014-2015</b>
<b>Unit 5: Community or individual – which is more important?</b>  Part 1: close reading workshop  <b>SWBAT:</b>	oral tradition, comparing fables and fairy tales  explanatory essay	7.RL.1, 7.RL.2, 7.RL.3  7.L.6  7.SL.1  7.W.2b, 7.W.7, 7.W.9a		1 week	
Part 2 theme: explaining the world, comparing texts	cause and effect, myth, legend and fact, cultural context, folk tales,	7.RL.2, 7.RL.3, 7.RL.9		2-3 weeks	



<b>SWBAT:</b>	<p>figurative language</p> <p>punctuation marks, commas, capitalization</p> <p><b>Explanatory: Cause-and-Effect Essay</b></p>	<p>7.L.1, 7.L.1a, 7.L.2, 7.L.2a, 7.L.2b, 7.L.3a, 7.L.4b, 7.L.5, 7.L.5a, 7.L.5b,</p> <p>7.SL.1a, 7.SL.1c, 7.SL.2, 7.SL.4, 7.SL.5, 7.SL.6</p> <p>7.W.1a, 7.W.1b, 7.W.2, 7.W.2a-c, 7.W.2f, 7.W.3, 7.W.3a, 7.W.3b, 7.W.4, 7.W.5, 7.W.7</p>			
AIMS Prep – 1 week			AIMS TESTING APRIL 13-17		
Part 3: text set topic - Becoming American	<p>symbolism, narrative poem, direct quotation, dialogue, idiom</p> <p>punctuation marks, adverbial clauses</p> <p>autobiographical narrative, problem-and-solution essay</p>	<p>7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5, 7.RL.6</p> <p>7.RI.1, 7.RI.2, 7.RI.3, 7.RI.4, 7.RI.5, 7.RI.6</p> <p>7.L.4, 7.L.5, 7.L.5b, 7.L.6</p> <p>7.SL.1, 7.SL.2, 7.SL.4</p> <p>7.W.1, 7.W.2a-b, 7.W.2d, 7.W.2f, 7.W.3, 7.W.4, 7.W.5, 7.W.7, 7.W.8, 7.W.9</p>		2-3 weeks	
End Year Assessments: STAR, MAZE, WPM			May 11-15		
Galileo Post-test			May 18-22		

**By the end of the year the students will be able to demonstrate understanding and application of:**

*\*color change indicates vertical shifts/changes from the previous grade level (grade 6)*

AZCCRS Code	Standard	Checklist
Literature: Key Ideas and Details  7.RL.1	Cite <b>several pieces</b> of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	<b>SE/TE:</b> Close Reading Workshop, 4, 314, 448, 632; Close Reading Activities, 144, 145, 274, 275, 288, 300, 321, 406, 407, 430, 431, 596, 738, 762; Make Inferences, 68, 73, 76, 77, 80, 84, 85, 88, 94, 95; Constructed Response: Writing, 130
7.RL.2	Determine a theme or central idea of a text <b>and analyze its development over the course of the text; provide an objective summary of the text</b>	<b>SE/TE:</b> Close Reading Workshop, 4, 314, 448, 632; Theme, 80–81, 87, 93, 95; Comparing Universal Themes, 693–707; Constructed Response, 131, 560, 561, 724, 725; Analyzing Structure and Theme in Folk Literature, 644; Myth, 646–647, 651, 655; Close Reading Activities, 144, 145, 274, 275, 288, 289, 300, 321, 406, 407, 430, 459, 497, 584, 585, 596, 639, 738, 762; Assessment: Reading Literature, 127; Write an Objective Summary, lvi–lvii
7.RL.3	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>	<b>SE/TE:</b> Elements of a Short Story, 20–21; Analyzing How Elements Interact, 22–23; Plot, 24–25, 27, 30, 33, 34, 36, 38, 39, 40, 41, 43; Character and Point of View, 46–47, 49, 50, 53, 55, 65; Conflict and Resolution, 68, 69, 71, 73, 77; Comparing Characters, 99–113; Elements of Drama, 462–465; Analyzing Drama, 466–467; Stage Directions, 500–501, 503, 507, 510, 512, 516, 517, 519, 521, 522, 526, 529, 532, 533, 535; Close Reading Activities, 144, 145, 288, 289, 406, 407, 430, 497, 584, 585, 596, 639, 738, 762; Comparing Universal Themes, 693–707; Comparing Fiction and Nonfiction, 233–245; Close Reading Workshop, 4, 632; Assessment:

		Reading Literature, 127, 557; Constructed Response, 130, 131, 560, 561, 724, 725; Legend and Fact, 658–659, 669
<b>Literature:</b> Craft and Structure 7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.</b>	<b>SE/TE:</b> Language Study Workshop: Figurative Language, 708–709; Craft and Structure: Figurative Language, 340, 341, 345, 347; Close Reading Workshop, 314, 321, 448, 449, 632, 639; Analyzing Language, Form, and Structure in Poetry, 326–327; Sound Devices, 325, 350, 351, 359, 362, 363, 371; Comparing Imagery, 375–379; Constructed Response: Analyze Word Choice, 396; Analyze the Impact of Sound Devices, 397; Lead a Discussion About Word Choice, 397; Language Study, 144, 274, 288, 406, 584, 596, 762
7.RL.5	Analyze how a <b>drama’s or poem’s form or structure (soliloquy, sonnet) contributes to its meaning.</b>	<b>SE/TE:</b> Structure, 151; Close Reading Workshop, 314–321; Elements of Poetry, 324–325; Analyzing Language, Form, and Structure in Poetry, 326–327; Forms of Poetry, 328–329, 332, 335, 336, 337; Elements of Drama, 462–465; Dialogue, 466–467, 470, 473, 474, 479, 481, 485, 486, 488, 490, 492, 493, 495, 497; Stage Directions, 500–501, 503, 507, 510, 512, 516, 517, 519, 521, 522, 526, 529, 532, 533, 535; Constructed Response: Compare and Contrast Forms of Poetry, 396; Analyze Dialogue, 560; Analyze Dramatic Structure, 560; Assessment Skills, 557; Epic Conventions, 693; Close Reading Activities, 738
7.RL.6	<b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b>	<b>SE/TE:</b> Close Reading Workshop, 4; Point of View, 20, 21, 23; Character and Point of View, 46, 47, 65; Constructed Response: Analyze Character’s Point of View, 130; Close Reading Activities, 162, 275, 288, 300, 430, 762
<b>Literature:</b> Integration of Knowledge and Ideas 7.RL.7	Compare and contrast a <b>written story, drama, or poem to its audio, filmed, stages, or multimedia version, analyzing the effects of techniques unique to each medium (lighting, sound, color, or camera focus and angles in a film).</b>	<b>SE/TE:</b> Speaking and Listening: Presentation, 339; Poetry Reading, 361; Dramatic Monologue, 537; Analyze Techniques in Different Media, 561
7.RL.9	Compare and contrast a <b>fictional portrayal of 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.</b>	<b>SE/TE:</b> Writing to Sources: Description, 671; Constructed Response: Analyze the Use of Historical Fact in Fiction and Nonfiction, 724
<b>Literature:</b> Range of Reading and Level of Text Complexity 7.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently with scaffolding as needed at the high end of the range	<b>SE/TE:</b> Comprehending Complex Texts, lviii–lxiii; Titles for Extended Reading & Preparing to Read Complex Texts, 170–171, 308–309, 442–443, 626–627, 776–777
<b>Informational Text:</b> Key Ideas and Details 7.RI.1	Cite <b>several pieces</b> of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Reading Informational Text, 128, 558; Close Reading Workshop, 176, 185; Main Idea, 202–203, 207, 209; Comprehension, 282, 294, 303, 414, 418, 424, 434, 437, 602, 606, 612, 618, 621, 732, 750, 754, 768; Literary Analysis, 733
7.RI.2	Determine <b>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.</b>	<b>SE/TE:</b> Main Idea, 192–193, 196, 199, 202–203, 207, 209; Close Reading Workshop, 176, 177, 185; Write an Objective Summary, lvi–lvii; Outline, 211; Assessment Skills, 258–259; Constructed Response: Evaluate Arguments, 263; Close Reading Activities, 282, 294, 303, 414, 418, 424, 434, 602, 606, 612, 618, 732, 750, 754, 768
7.RI.3	Analyze <b>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).</b>	<b>SE/TE:</b> Elements of Nonfiction, 188–189; Analyzing Structure and Relationships in Literary Nonfiction, 190–191; Reflective Essay, 202–203, 204, 207, 209; Comparing Fiction and Nonfiction, 233–245; Assessment Skills, 258–259; Biography, 294; Structure, 414; Expository Writing, 618; Close Reading Activities, 303, 424, 434, 602, 606, 732, 750, 754, 768
<b>Informational Text:</b> Craft and Structure 7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <b>analyze the impact of specific word choice on meaning and tone.</b>	<b>SE/TE:</b> Word Choice, 191; Word Choice or Diction, 220–221, 226, 228, 229; ; 263; Language Study, 150, 154, 157, 162, 414, 418, 424, 434, 602, 606, 612, 732, 750, 754, 768; Generalize, 437; Constructed Response: Analyze the Impact of Word Choice, 174, 263
7.RI.5	<b>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.</b>	<b>SE/TE:</b> Close Reading Workshop, 176, 185; Analyzing Structure and Relationships in Literary Nonfiction, 190–191; Expository Essay, 192–193, 195, 199; Constructed

		Response: Analyze Structure and Purpose, 262; Close Reading Activities, 303, 414, 418, 424, 434, 754, 768; Reading Informational Text, 128, 558, 722
7.RI.6	Determine an author's point of view or purpose in a text and <b>analyze how the author distinguishes his or her position from that of others.</b>	<b>SE/TE:</b> Point of View, 190; Reflective Essay, 202–203, 204, 207, 209; Selected Response, 258–259; Comparing Texts: Analyze Point of View, 538–543; Reading Informational Text, 260, 722; Constructed Response: Determine an Author's Point of View, 262; Close Reading Workshop, 176; Close Reading Activities, 185, 282, 294, 303, 434, 437, 612, 618, 732, 750
<b>Informational Text:</b> Integration of Knowledge and Ideas 7.RI.7	<b>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 speech affects the impact of the words).</b>	<b>SE/TE:</b> Speaking and Listening: Oral Summary, 201; Response, 211
7.RI.8	Trace and evaluate the argument and specific claims in a text, <b>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</b>	<b>SE/TE:</b> Analyzing Arguments, Ixiv–Ixv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, Ixvi–Ixvii; Persuasive Essay, 212–213, 215, 217; Evaluate Arguments, 263, 263; Speaking and Listening Workshop: Evaluating a Persuasive Presentation, 248–249; Evaluating Media Messages and Advertisements, 382–383
7.RI.9	<b>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.</b>	<b>SE/TE:</b> Close Reading Workshop, 176–185; Constructed Response: Writing, 262; Comparing Texts: Analyzing Argumentative Texts, 538–543; Reading to Compare Universal Themes, 692–707; Writing to Sources: Argument, 165
<b>Informational Text:</b> Range of Reading and Level of Text Complexity 7.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>SE/TE:</b> Comprehending Complex Texts, Ixiii–Ixviii; Titles for Extended Reading & Preparing to Read Complex Texts, 170–171, 308–309, 442–443, 626–627, 776–777
<b>Writing:</b> Text Types and Purposes 7.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claims, acknowledge alternate claims, and organize the reasons and evidence logically b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic of text c. Use words, phrases, clauses to create cohesion and clarify the relationships among claims, reasons, and evidence d. Establish and maintain a formal style e. Provide a concluding statement or section that follows from and supports the argument presented	<b>SE/TE:</b> Writing Process: Argumentative Essay, 250–257; Review of a Short Story, 548–555; Writing to Sources: Argument, 155, 163, 165, 283, 419, 425, 437, 603, 619, 621; Argumentative Essay, 586; Explanatory Essay, 763; Letter to an Author, 97; Persuasive Essay, 276; Persuasive Letter, 219, 415; Problem-and-Solution Essay, 769; Letter, 499; Review, 691; Tribute, 537; Assessment: Argumentative Essay, 168–169, 624–625; Timed Writing: Argumentative: Recommendation, 379; Editorial, 543; Review, 721; Speaking and Listening: Persuasive Speech, 671; Composing an Argument, Ixviii–Ixix
7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, <b>previewing what is to follow</b> , organize ideas, concepts and information, using strategies such as definition, classification, compare/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts d. Use precise language and domain-specific vocabulary to inform about or explain the topic e. Establish and maintain a formal style f. Provide a concluding statement or section that follows from the information or explanations presented	<b>SE/TE:</b> Writing Process: Comparison-and-Contrast Essay, 384–391; Cause-and-Effect Essay, 712–719; Writing to Sources: Adaptation, 231; Analogy, 201; Character Analysis, 408; Comparison-and-Contrast Essay, 734, 751; Description, 671; Essay, 157; Expository Essay, 607, 755; Informative Article, 45; Analytical Essay, 146; Informative Essay, 295; Metaphor, 349; News Report, 597; Outline, 211; Paraphrase, 361; Plot Summary, 681; Assessment: Writing to Sources: Expository Essay, 440–441; Informative Essay, 306–307, 774–775; Constructed Response: Writing, 130, 262, 396, 560, 724; Timed Writing, 113, 127, 245, 259, 393, 557, 707; Write: Essay, 17, 185, 321; Speaking and Listening: News Story, 79
7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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 b. use narrative technique, such as dialogue, pacing, and description, to develop experiences, events, and/or characters c. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another d. use precise words and phrases, relevant descriptive details, and sensory language to	<b>SE/TE:</b> Writing Process: Autobiographical Narrative, 118–125; Writing to Sources: Anecdote, 79; Autobiographical Narrative, 613, 739; Fictional Narrative, 151, 289, 431, 435, 439; Folk Tale, 301; Journal Entry, 67; Myth, 657; Short Story, 771; Assessment: Writing: Fictional Narrative, 439; Personal Narrative, 167; Autobiographical Narrative, 305, 623, 773

	e. capture the action and convey experiences and events provide a conclusion that follows form and reflects on the narrated experiences or events	
<b>Writing:</b> Production and Distribution: 7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>SE/TE:</b> Writing Process, 118–125, 250–257, 384–391, 548–555, 712–719; Writing to Sources, 45, 67, 97, 151, 155, 157, 163, 201, 211, 219, 231, 283, 289, 295, 301, 339, 349, 361, 373, 415, 419, 425, 431, 435, 437, 499, 537, 586, 597, 603, 607, 613, 619, 621, 657, 671, 681, 691, 739, 751, 755, 763; Timed Writing, 113, 127, 245, 259, 379, 393, 543, 557, 707, 721; Assessment: Writing to Sources, 168–169, 306–307, 440–441, 624–625, 774–775; Write, 146, 276, 408, 586, 734; Constructed Response: Writing, 130, 262, 396, 560, 724
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>focusing on how well purpose and audience have been addressed.</b>	<b>SE/TE:</b> Writing Process: Autobiographical Narrative, 118–125; Argumentative Essay, 250–257; Comparison-and-Contrast Essay, 384–391; Review of a Short Story, 548–555; Cause-and-Effect Essay, 712–719; Assessment: Writing to Sources, 168–169, 306–307, 440–441, 624–625, 774–775; Write, 146, 276, 408, 586, 734
7.W.6	Use technology, including the Internet, to produce and publish writing <b>and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</b>	<b>SE/TE:</b> Common Core Workshop: Editing and Proofreading, lxxvi; Citing Sources and Preparing Manuscript, lxxx; Writing Process: Submit Work to a Website, 391; Writing to Sources, 339, 373; Research and Technology: Computer and Spell-Check, 231; Research, 277, 607
<b>Writing:</b> Research to Build and Present Knowledge: 7.W.7	Conduct short research projects to answer a question, drawing on several sources and <b>generating additional related, focused questions for further research and investigation.</b>	<b>SE/TE:</b> Common Core Workshop: Conducting Research, lxx–lxxi; Research Process Workshop, lxxii–lxxix; Citing Sources and Preparing Manuscript, lxxx–lxxxii; Research and Technology, 67, 97, 231, 349, 373, 499; Research Investigate the Topic, 147, 151, 155, 163, 275, 283, 289, 295, 301, 303, 409, 415, 419, 425, 431, 435, 437, 587, 597, 603, 607, 613, 619, 621, 735, 739, 751, 755, 763, 769, 771; Close Reading Activities: Research, 17, 144, 150, 154, 162, 185, 274, 282, 288, 294, 300, 321, 406, 414, 418, 424, 430, 434, 459, 584, 596, 602, 606, 612, 618, 639, 732, 738, 750, 754, 762, 768; Constructed Response: Research, 131, 263, 397, 561, 725; Writing Process: Focus on Research, 118, 250, 384, 548, 712; Close Reading Workshop: Research, 7, 179, 316, 451, 634, 777
7.W.8	Gather relevant information from multiple print and digital sources, <b>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.</b>	<b>SE/TE:</b> Common Core Workshop: Conducting Research, lxx–lxxi; Research Process Workshop, lxxii–lxxix; Citing Sources and Preparing Manuscript, lxxx–lxxxii; Research and Technology, 67, 97, 231, 349, 373, 499; Research Investigate the Topic, 147, 151, 155, 163, 275, 283, 289, 295, 301, 303, 409, 415, 419, 425, 431, 435, 437, 587, 597, 603, 607, 613, 619, 621, 735, 739, 751, 755, 763, 769, 771; Close Reading Activities: Research, 17, 144, 150, 154, 162, 185, 274, 282, 288, 294, 300, 321, 406, 414, 418, 424, 430, 434, 459, 584, 596, 602, 606, 612, 618, 639, 732, 738, 750, 754, 762, 768; Constructed Response: Research, 131, 263, 397, 561, 725; Writing Process: Focus on Research, 118, 250, 384, 548, 712; Close Reading Workshop: Research, 7, 179, 316, 451, 634, 777; Incorporate Research, 168, 306, 440, 624, 774; Cite Research Correctly, 169, 307, 441, 625, 775
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 7 reading standards to literature (e.g., <b>“compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a mean of understanding how authors of fiction use or alter history”</b> ). b. Apply grade 7 reading standards to literary nonfiction (e.g., <b>“trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient t support the claims”</b> ).	<b>SE/TE:</b> Writing Process: Review of a Short Story, 548–555; Write, 17: 146, 321, 639; Writing to Sources: Argument, 163, 419; Tribute, 537; Analogy, 201; Constructed Response: Writing, 130, 262, 396, 560, 724
<b>Writing:</b> Range of Writing: 7.W.10	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.	<b>SE/TE:</b> Writing Process, 118–125, 250–257, 384–391, 548–555, 712–719; Writing to Sources, 45, 67, 97, 151, 155, 157, 163, 201, 211, 219, 231, 283, 289, 295, 301, 339, 349, 361, 373, 415, 419, 425, 431, 435, 437, 499, 537, 586, 597, 603, 607, 613, 619, 621, 657, 671, 681, 691, 739, 751, 755, 763; Timed Writing, 113, 127,

		245, 259, 379, 393, 543, 557, 707, 721; Assessment: Writing to Sources, 168–169, 306–307, 440–441, 624–625, 774–775; Write, 146, 276, 408, 586, 734; Constructed Response: Writing, 130, 262, 396, 560, 724
<b>Speaking and Listening:</b> Comprehension and Collaboration	Engage 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	<b>SE/TE:</b> Speaking and Listening Workshop: Conducting an Interview, 546–547; Collaboration: One-on-One Discussion, 2, 312, 630; Group Discussion, 174, 446; Assessment: Group Discussion, 166, 304, 438, 622, 772; Constructed Response: Lead a Discussion, 397; Analyze and Discuss Theme, 725; Discuss, 7, 17, 146, 151, 163, 179, 185, 199, 211, 217, 249, 276, 283, 289, 295, 301, 316, 321, 373, 408, 415, 419, 425, 431, 435, 451, 459, 586, 597, 607, 613, 619, 634, 639, 655, 679, 734, 739, 751, 755, 769; Speaking and Listening: Informal Debate, 45; Debate, 657; From Text to Topic: Debate, 155, 165, 425, 603, 763; Tips for Literature Circles, R9
7.SL.1	a. Come to discussions prepared having <b>read or researched materials under study; explicitly draw on that preparation</b> by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, <b>track progress toward specific goals and deadlines, and define individual roles as needed.</b> c. Pose questions that elicit elaboration and respond to others’ questions and comment with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	
7.SL.2	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.	<b>SE/TE:</b> Speaking and Listening Workshop: Evaluating a Persuasive Presentation, 248–249; Evaluating Media Messages and Advertisements, 382–383; Speaking and Listening: Oral Summary, 201; Research Investigate the Topic, 283
7.SL.3	Delineate a speaker’s argument and specific claims, <b>evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b>	<b>SE/TE:</b> Speaking and Listening Workshop: Evaluating a Persuasive Presentation, 248–249; Evaluating Media Messages and Advertisements, 382–383; Constructed Response: Evaluate Arguments, 263; Speaking and Listening: Informal Debate, 45; Debate, 657; From Text to Topic: Debate, 155, 165, 425, 603, 763
<b>Speaking and Listening:</b> Presentation of Knowledge and Ideas	Present claims and findings <b>emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;</b> use appropriate eye contact, adequate volume, and clear pronunciation	<b>SE/TE:</b> Speaking and Listening Workshops: Delivering an Oral Summary, 116–117; Conducting an Interview, 546–547; Research Presentation, 710–711; Speaking and Listening: Debate, 657; Dramatic Monologue, 537; Informal Debate, 45; News Story, 79; Oral Summary, 201; Persuasive Speech, 671; Poetry Reading, 361; Presentation, 339; Public Service Announcement, 219; Retelling, 681; Response to Audio Version of Story, 211; Television News Report, 691; Constructed Response: Speaking and Listening, 131, 263, 397, 561, 725; Research Investigate the Topic: Group Discussion, 431; Informal Presentation, 163, 301, 409, 437, 619, 771; Informal Media Presentation, 435; Informal Speech, 151, 283, 613, 755; Oral Presentation, 277, 587, 621, 735; Oral Report, 419; Visual Presentation, 147, 607, 769; From Text to Topic: Debate, 603; Group Discussion, 734
7.SL.4	Present claims and findings <b>emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;</b> use appropriate eye contact, adequate volume, and clear pronunciation	
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and finding sand emphasize salient points.	<b>SE/TE:</b> Speaking and Listening Workshop: Research Presentation, 710–711; Research Investigate the Topic: Informal Media Presentation, 435; Visual Presentation, 147, 607, 769; Research and Technology: Poster, 97; Scientific Explanation, 349; Constructed Response: Multimedia Visual Display, 131; Multimedia Presentation, 561; Create a Multimedia Presentation, lxxvi
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Speaking and Listening Workshops: Delivering an Oral Summary, 116–117; Conducting an Interview, 546–547; Research Presentation, 710–711; Speaking and Listening: Dramatic Monologue, 537; Debate, 657; Informal Debate, 45; News Story, 79; Oral Summary, 201; Persuasive Speech, 671; Poetry Reading, 361; Presentation, 339; Public Service Announcement, 219; Retelling, 681; Response to Audio Version of Story, 211; Television News Report, 691; Constructed Response: Speaking and Listening, 131, 263, 397, 561, 725; Assessment: Group Discussion, 166, 304, 438, 622, 772; Oral Report & Organize a Panel Discussion, lxxvi; Research Investigate the Topic: Informal Presentation, 301, 409, 437, 619, 771; Informal Media Presentation, 435; Informal Speech, 151, 283, 613, 755; Oral Presentation, 277, 587, 621, 735; Oral Report, 419; Visual Presentation, 147, 607, 769

<p><b>Language:</b> Conventions of Standard English</p> <p>7.L.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><b>SE/TE:</b> Conventions, 44, 66, 78, 96, 200, 210, 218, 230, 338, 348, 360, 372, 498, 536, 656, 670, 680, 690; Grammar Application, 45, 67, 79, 97, 201, 211, 219, 231, 339, 349, 361, 373, 499, 537, 657, 671, 681, 691; Writer's Toolbox: Conventions, 123, 253, 717; Sentence Fluency, 255, 389, 553; Writing and Language Conventions, 129, 261, 395, 559, 723; Close Reading Activities: Conventions, 144, 274, 406, 584, 732; Write: Conventions, 146, 276, 408, 586, 734</p>
<p>7.L.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p>b. Spell correctly</p>	<p><b>SE/TE:</b> Writing and Language Conventions, 129, 261; Write, 146; Conventions: Conjunctions and Interjections, 218; Sentence Functions and Endmarks, 338; Appositives and Appositive Phrases, 536; Punctuation Marks, 670; Capitalization, 690; Revising Incorrect Use of Commas, 717; Grammar Application, 219, 339, 537, 671, 691</p>
<p><b>Language:</b> Knowledge of Language</p> <p>7.L.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>SE/TE:</b> Writing Process, 118–125, 250–257, 384–391, 548–555, 712–719; Language Study Workshop, 114–115, 246–247, 380–381, 544–545, 708–709; Language Study, 42, 64, 76, 94, 198, 208, 216, 228, 336, 346, 358, 370, 496, 534, 654, 668, 678, 688; Close Reading Activities: Language Study, 144, 150, 154, 157, 162, 274, 282, 288, 294, 300, 406, 414, 418, 424, 430, 434, 584, 596, 602, 606, 612, 618, 732, 738, 750, 754, 762, 768; Speaking and Listening Workshop, 116–117, 248–249, 382–383, 546–547, 710–711; Constructed Response: Writing, 130, 262, 396, 560, 724; Speaking and Listening, 131, 263, 397, 561, 725</p>
<p><b>Language:</b> Vocabulary Acquisition and Use</p> <p>7.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>d. 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).</p>	<p><b>SE/TE:</b> Words with Multiple Meanings, 380–381; Selection Vocabulary, 144, 150, 154, 157, 162, 274, 282, 288, 294, 300, 406, 414, 418, 424, 430, 434, 584, 596, 602, 606, 612, 618, 732, 738, 750, 754, 762, 768; Introducing the Big Question: Vocabulary, 3, 175, 313, 447, 631</p>
<p>7.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p><b>SE/TE:</b> Elements of Poetry, 324–325; Analyzing Language, Form, and Structure in Poetry, 326–327; Language Study Workshop: Figurative Language, 708–709; Craft and Structure: Figurative Language, 340, 341, 345, 347; Sound Devices, 350, 351, 359, 362, 363, 371; Close Reading Activities, 282, 300, 414, 418, 732</p>
<p>7.L.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words with phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p><b>SE/TE:</b> Common Core Workshop: Building Academic Vocabulary, xlvii–lv; Language Study Workshop, 114–115, 246–247, 380–381, 544–545, 708–709; Language Study, 42, 64, 76, 94, 198, 208, 216, 228, 336, 346, 358, 370, 496, 534, 654, 668, 678, 688; Close Reading Activities: Selection Vocabulary, 144, 150, 154, 157, 162, 274, 282, 288, 294, 300, 406, 414, 418, 424, 430, 434, 584, 596, 602, 606, 612, 618, 732, 738, 750, 754, 762, 768; Introducing the Big Question: Vocabulary, 3, 175, 313, 447, 631</p>

\*color change indicates vertical shifts/changes from the previous grade level (grade 6)

TELESIS PREPARATORY ACADEMY  
 ELA CORE OVERVIEW  
 JUNIOR ACADEMY – TRADITIONAL 7TH

READ – LIT	READ – INF	WRITING	S&L	LANGUAGE
7.RL.1	7.RI.1	7.W.1	7.SL.1	7.L.1
7.RL.2	7.RI.2	7.W.1a	7.SL.1a	7.L.1a
7.RL.3	7.RI.3	7.W.1b	7.SL.1b	7.L.1b
7.RL.4	7.RI.4	7.W.1c	7.SL.1c	7.L.1c
7.RL.5	7.RI.5	7.W.1d	7.SL.1d	7.L.2
7.RL.6	7.RI.6	7.W.1e	7.SL.2	7.L.2a
7.RL.7	7.RI.7	7.W.2	7.SL.3	7.L.2b
RL.8 – n/a	7.RI.8	7.W.2a	7.SL.4	7.L.3
7.RL.9	7.RI.9	7.W.2b	7.SL.5	7.L.3a
7.RL.10	7.RI.10	7.W.2c	7.SL.6	7.L.4
	7.RI.10a AZ	7.W.2d		7.L.4a
		7.W.2e		7.L.4b
		7.W.2f		7.L.4c
		7.W.3		7.L.4d
		7.W.3a		7.L.5
		7.W.3b		7.L.5a
		7.W.3c		7.L.5b
		7.W.3d		7.L.5c
		7.W.3e		7.L.6
		7.W.4		
		7.W.4a AZ		
		7.W.5		
		7.W.6		
		7.W.7		
		7.W.8		

7.W.9
7.W.9a
7.W.9b
7.W.10