



2024 ENGLISH STANDARDS OF LEARNING

Grade 7 Instructional Guide

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GUIDANCE OVERVIEW

The *2024 English Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, teachers can support student comprehension and increase experiences that allow students to strengthen literacy skills and understand content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other, literacy standards are not meant to be taught in isolation. When Grade 7 students engage with complex literary texts (RL), they also practice communicating (C), writing (W and LU), and building vocabulary (RV), all within a literacy genre. The same integration of skills is true as Grade Eleven students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and access the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI).

This guidance document provides considerations and approaches that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators previewing students' current levels and future objectives using the "Side-by-Sides" and "Progression Charts." Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators can utilize the suggested considerations and instructional approaches to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides suggested or sample thematic and/or cross-content area connections to extend student learning and deepen their understanding.

Text Sets

Text sets are a collection of conceptually related texts of various genres and types (e.g., articles, literary texts, poems, technical texts) organized around topics of study to build knowledge and vocabulary. They expose students to different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English Standards of Learning and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge.

Example:

Sample Text Sets	Disciplinary Connection
<p>Theme: <i>Forces That Shape Our World</i> Literary (Poem): <i>April Rain Song</i> – Langston Hughes Literary (Poem): <i>The Cremation of Sam McGee</i> Literary: <i>All Summer in a Day</i> – Ray Bradbury Informational: “Want to turn off the Internet? It Could Happen if a Solar storm Hits the Earth” (1020L) – Doyle Rice, <i>USA Today</i></p>	<ul style="list-style-type: none"> • The example thematic unit, “Forces that Shape Our Worlds” supports connections to the 2018 <i>Science Standards of Learning (SCI. 6.6, SCI. 6.9)</i>. • Students could explore historical and modern-day events when weather and technology impacted human life to gain a deeper understanding of how nature and humanity is interconnected.

The included text sets are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining text sets and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division. The texts suggested in this guide can be modified and/or rearranged to support the needs of the students in any classroom.

INSTRUCTIONAL GUIDE QUICK LINKS:

- [Developing Skilled Readers](#)
- [Reading and Vocabulary](#)
- [Reading Literary Text](#)
- [Reading Informational Text](#)
- [Writing & Language Usage](#)
- [Communication & Multimodal Literacies](#)
- [Research](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

Developing Skilled Readers and Building Reading Stamina (DSR)

7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards-Developing Skilled Readers and Building Reading Stamina](#)

READING & VOCABULARY | GRADE 7 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Reading & Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading & Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards-Reading and Vocabulary](#)

Teacher’s Note:

- Use the Grade 7 Understanding the Standards.
 - Integrate vocabulary instruction into reading, writing, and discussion of relevant topics and concepts.
 - Vocabulary should be pulled from texts that students are reading rather than from prescribed lists and should not be taught in isolation.
 - Study and analyze word origins and roots to determine the meaning of unfamiliar words.
 - Read and comprehend grade-level complex literary and informational texts that will incorporate the study of word origins and Greek/Latin roots.
 - Distinguish among different connotations of words.
 - Provide continuous opportunities for instruction on figurative language, allowing students to explain construction and meaning of specific examples from grade-level complex texts.
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Reading and Vocabulary

7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.

7.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
- B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
- E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.
- H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>7.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Vocabulary taught is dependent on the text. Plan for ways to build students’ vocabulary and add to students’ understanding of etymology. • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of 	<ul style="list-style-type: none"> • Choose a series of conceptually related texts within a thematic unit to expose students to high level vocabulary to build background knowledge and strengthen their understanding of a concept. • When possible, use a series of texts that allow students multiple opportunities to encounter similar roots/affixes, distinguish between the connotative and denotative meanings of words, and analyze the construction and meaning of figurative language (7.RV.1C, 7.RV.1E, 7.RV.1F). • Facilitate multiple opportunities for students to use and practice newly learned words in discussion, speaking, and

<p><i>7.DSR.D—Read a series of conceptually related texts organized around topics of study to build knowledge and vocabulary.</i></p>	<p>the 2024 <i>English Standards of Learning</i>-p.105).</p>	<p>writing activities (7.RV.1H).</p>
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>7.DSR.D – Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How does this vocabulary instruction connect to previously instructed or learned words? • How will teachers help students gain background knowledge or context to better understand complex vocabulary and the text? 	<ul style="list-style-type: none"> • Review previously learned or common Greek and Latin roots and affixes that appear in previously text or topics (7. RV.1C). • Provide students the opportunity to build background knowledge around the context or setting of the text to better understand an author’s word choice. • Identify explicit vocabulary that appeared in previously read informational and literary texts (7.RV.1A). <ul style="list-style-type: none"> ○ Make connections using the relationship between previously learned words and new words using their synonyms, and analogies 7.RV.1D). • Revisit vocabulary words in different contexts to reinforce retention.
<p>Skills in Practice <i>7.DSR.C – When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and 	<ul style="list-style-type: none"> • Before reading a larger piece of text, pull out smaller excerpts/sentences containing the key vocabulary (may be independently, with peers, or with modest support) (7.RV.1B). • Model how to use word parts to create meanings of new words and make connections between the newly formed words previously learned vocabulary (7.RV.1C).

<p><i>claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p> <p><i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<p>standards?</p>	<ul style="list-style-type: none"> ● Use vocabulary routines to increase awareness of complex vocabulary and word parts. Give students multiple opportunities to practice via discussions, speaking activities, and writing (7.RV.1H). <ul style="list-style-type: none"> ○ Model and facilitate discussions around newly learned vocabulary and skills (whole class or small group) (7.C.1A). ● Introduce new vocabulary by directing students to discuss any synonyms, antonyms or analogies for the new words (7.C.1A). <ul style="list-style-type: none"> ○ Analogies are new to Grade 7. Explicitly teach and model how to use analogies to show the relationship between words and enhance comprehension of the word (7.RV.1D). ● Model strategies (e.g., annotating, think-aloud) to help students when they encounter challenging sections of the text, especially when the vocabulary impacts the overall meaning of the text (7.DSR.E). <ul style="list-style-type: none"> ○ Analyze how authors construct figurative language to enhance the meaning of a text (7.RV.1E). ○ Model word analysis strategies by teaching students how to use context clues, word parts (affixes and roots) and word reference materials (7.RV.1B, 7.RV.1H). ● Create various writing tasks that require students to incorporate new vocabulary while writing to enhance the central idea, tone, and voice (7.W.2v). ● Facilitate opportunities for students to use newly learned or high-utility vocabulary words during reading,
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		<p>meaningful discussions, and writing activities.</p> <ul style="list-style-type: none"> • Select and explicitly teach high-utility words that are transferable to multiple disciplines and content areas.
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Connections	
Sample Text Sets	Disciplinary Connections
<p>Theme: <i>The Power of Words</i> Literary (Poem): <i>La Poesia</i> – Pablo Neruda Literary nonfiction (Speech): The Man in the Arena (1000L) – President Theodore Roosevelt Informational: “<i>I Second That Emotion: The Emotive Power of Your Voice</i>” (1150L) – Science Friday, adapted by Newsela staff</p> <p>Theme: <i>Fighting Ableism</i> Informational: “Jim Abbott on the Mound”—ReadWorks (960L) Literary nonfiction: “Why I Refuse to Say I ‘Fight’ My Disability”—Karin Hitselberger (1090L) Literary: <i>Insignificant Events in the Life of a Cactus</i>—Dusti Bowling</p> <p>Theme: <i>Living in Conflict</i> Literary nonfiction: <i>Words to Sit on Like Chairs</i> – Naomi Shihab Nye Literary (Poem): <i>Choices</i> – Nikki Giovanni Literary: <i>A Retrieved Reformation</i> – O’Henry Informational: “Classrooms in Conflict Zones” – National Geographic Society (1000L)</p>	<ul style="list-style-type: none"> • Facilitate multiple opportunities for students to read, write, analyze and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g. history, science, art, world language, math), primary sources and/or technical texts. • Reinforce vocabulary related to the thematic unit by identifying roots and affixes embedded in other disciplinary texts. • English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. Doing so ensures that vocabulary instruction is relevant to what students are learning in other subjects, providing a real-world context for language development (7.DSR.D). • The thematic unit “The Power of Words” can help students explore the impact language has on personal growth and cultural norms. These texts can serve as evidence for both positive and negative influences. The unit can also afford students with a variety of opportunities to explore these themes within their own writing assignments (7.W). • Within the thematic unit “Living in Conflict” <i>Words to Sit on Like Chairs</i> and <i>Choices</i> explore themes of identity, belonging, and cultural heritage. These texts can serve as a springboard for discussions about cultural diversity,

	<p>migration, and the impact of cultural backgrounds on personal choices (7.CE.H).</p> <ul style="list-style-type: none"> ○ Retrieved <i>Reformation</i> and <i>Sunday in the Park</i> explore how individuals impact their community which can lead to discussions about civic engagement, moral dilemmas, ethical choices, law and order) (7CE.7).
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READING LITERARY TEXT | GRADE 7 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards-Reading Literary Text](#)

Teacher’s Note:

- Use the Grade 7 Understanding the Standards.
- Read literary texts to analyze point of view, interpret the author’s style, and compare and contrast texts on similar topics.
- Teach a balance of all forms of literary text to include (but are not limited to) short stories, poetry, novels, drama, journals, and literary nonfiction (e.g. biographies, autobiographies, memoirs, diaries, journals).
- Encourage students to continuously utilize text evidence to support student thinking.
- Immerse students in complex, grade-level appropriate text that reflect the text complexity bands.
- Model how to describe, explain, and analyze texts during whole-group instruction.
- Provide continuous opportunities for students to read, write, and discuss texts using the gradual release approach.
- Allow students to have guided practice of what was modeled by the teacher and helps them to move toward independent activity in which students demonstrate their learning.

- Reading and writing should continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing.

Reading Literary Text

7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

7.RL.1 Key Ideas and Plot Details

- Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
- Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
- Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

7.RL.2 Craft and Style

- Analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
- Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
- Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader’s interpretation of a text.

7.RL.3 Integration of Concepts

- Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands

<p>Select Complex Texts <i>7.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). 	<ul style="list-style-type: none"> • Ensure texts fall within the mid-range of the grade 6-8 Lexile band of 925 –1185 on the Qualitative Analysis Chart (<i>Appendix of the 2024 English Standards of Learning</i>-p.105). • When selecting literary texts, it is important to consider both quantitative and qualitative measures. Ensure the themes and subject matter are suitable for students in Grade 7. • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. (<i>See Disciplinary Connections for examples for interdisciplinary opportunities</i>). • Select a series of conceptually related texts organized around a topic of study that provides students multiple exposures to high level vocabulary, language, and content, allowing for students to read various texts independently, with peers, or with modest support (<i>7.DSR.D</i>).
<p>Demands of the Text* <i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • Explicitly pre-teach vocabulary that may not be easily determined using context clues or sentence structure and that is essential to the overall understanding of the text as well as the thematic topic (<i>7.RV.1B</i>). • Facilitate multiple close readings of complex texts—setting a different purpose of reading to deepen understanding. • Utilize graphic organizers and vocabulary strategies to help strengthen connections between newly learned and previously learned vocabulary (<i>7.DSR.D</i>). • <i>*Provide scaffolded assistance as needed.</i>

<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding <i>7.DSR.D – Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Prior to reading facilitate discussions of key ideas from previous texts that will activate prior knowledge (7.C.Aiii). • Locate points in the text to stop and think-aloud making connections between ideas and events in the current text to previously read/related text. • Question students to facilitate discussions of key ideas from previous texts that will activate prior knowledge (7.C.Aiii). • Sequence texts to build knowledge and increase student understanding of content (7.DSR.D).
<p>Skills in Practice <i>7.DSR.C – When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p> <p><i>7.DSR.E – Use reading strategies as needed to aid</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading. • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • <i>Teacher Think Aloud:</i> Use think-alouds to show students how to analyze a text, pausing at intervals to discuss possible themes, conflicts, key plot elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution), and characters (static and dynamic) from the texts (7.RL.1A, 7.RL.1B, 7.RL.1C). <ul style="list-style-type: none"> ○ Model how to write to analyze how specific elements of style contribute to the overall meaning of a text (7.W.1D). ○ Apply reading strategies to analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry (7.RL.2A). • Use textual evidence to compare and contrast and explain how authors approach similar themes/topics in paired texts

<p><i>and monitor comprehension when encountering challenging sections of text.</i></p>		<p>(7.RL.3B).</p> <ul style="list-style-type: none"> ○ Write in response to text using several pieces of textual evidence to justify reasoning (7.W.2iii). ● Facilitate opportunities for students to annotate texts and gather relevant evidence via graphic organizer for discussion and writing about texts (7.DSR.C). <ul style="list-style-type: none"> ● Model/explain how elements of authors’ styles (e.g., word choice) shape a reader’s thoughts/experiences and contribute to overall meaning of the text <ul style="list-style-type: none"> ○ Guide students to analyze how specific elements of style contribute to the overall meaning of a text (7.W.1D). ● Stop to think-aloud how to analyze the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone (7.RL.2B). <ul style="list-style-type: none"> ○ Have students gather evidence (e.g., word choice, figurative language) that supports the tone ○ Pair a related informational text to analyze how word choice and language structure impact the author’s purpose using a graphic organizer to collect textual evidence (7.RI.1B). ● Facilitate discussion of texts by establishing and practicing expectations for sustained collaborative discussion (7.C.1Ai).
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Connections	
Sample Text Sets	Disciplinary Connections

Theme: *Reaching Across Cultures*

Literary (Poem): *Jabari Unmasked* – Nikki Grimes

Literary nonfiction (Autobiography): *Fish Cheeks* (910L)
– Amy Tan

Literary nonfiction (Autobiography): *Names/Nombres*
(960L)– Julia Alvarez

Literary: *The War of the Wall* (910L)– Toni Cade Bambara

Literary nonfiction (Speech): *Chief Powhatan's Address to Captain John Smith* (1080L)– Chief Powhatan

Theme: *No More Fear of Failure*

Informational: “Lesson from Failure: Why we try, try again” (1000L)– Bethany Brookshire

Informational: “The Value of Being Confused– Barrett Smith (970L)

Informational: “Michael Jordan: A profile in Failure”—Jeff Stibel (1040L)

Literary: *The Remarkable Journey of Coyote Sunrise*—Dan Gemeinhart

Theme: *Finding Courage: No Risks, No Rewards*

Literary: *The Circuit*—Francisco Jiménez

Literary: *The Drummer Boy of Shiloh* (990L) by Ray Bradbury

Literary (Poem): *Life Doesn't Frighten Me* by Maya Angelou

Literary (Poem): *America*—Claude McKay

Informational: “Workers’ Rights and the History of Labor Unions” (1020L)—Jessica McBirney

Literary nonfiction (Speech): *Jason Reynolds Commencement Speech* (Lesley University, 2019)

- Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g. history, science, art, world language, math).
- Facilitate opportunities for students to read, analyze, discuss, and write in connection to their learnings and understandings from informational and historical texts that give primary or secondary accounts of events to deepen their conceptual understandings of literary texts.
- English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. Doing so ensures that vocabulary instruction is relevant to what students are learning in other subjects, providing a real-world context for language development (7.DSR.D).
- The example thematic unit, “Reaching Across Cultures,” supports connections to the 2023 VA Civics & Economics Learning: (CE.6.D) by making connections between the characters from the texts and the adjustments that people who emigrate to the United States face.
- Students may need support understanding the historical and social context of a text that may impact the author’s language structure and word choice as seen in the poem, *America* by Claude McKay and the short story, *The Drummer Boy of Shiloh* by Ray Bradbury.

READING INFORMATIONAL TEXT | GRADE 7 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards-Reading Informational Text](#)

Teacher's Note:

- Use the Grade 7 Understanding the Standards.
 - Analyze how authors use evidence, facts, and opinions to support points in multiple texts when reading informational text.
 - Summarize texts by including how the main idea(s) is developed.
 - Analyze individuals, events, or ideas in texts (through examples or anecdotes).
 - Trace the argument and specific claims in a text to distinguish which are supported by evidence and which are not.
 - Incorporate a balance of literary and informational texts throughout the academic year.
 - Introduce students to longer, more complex texts and have students continuously refer to the text(s) for evidence to support their thinking.
 - Modeling how to analyze, evaluate, and critique informational texts.
 - Provide opportunities for students to read, write, and discuss texts using the gradual release model. Reading and writing will continue to be an integrated process wherein the student will continue to use text evidence in response to reading across a variety of informational genres.
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Reading Informational Text

7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

7.RI.1 Key Ideas and Confirming Details

- A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

- B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.
- C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

7.RI.2 Craft and Style

- A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.
- B. Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension.
- C. Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.

7.RI.3 Integration of Concepts

- A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
- B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.

Planning for Literary Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select Complex Texts <i>7.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 English Standards of Learning- p.105). 	<ul style="list-style-type: none"> • Choose a variety of texts that fall within the mid-range of the grade 6-8 Lexile band of 925 –1185 on the Qualitative Analysis Chart (<i>Appendix of the 2024 English Standards of Learning</i>-p.105). • Choose exemplars that expose students to a variety of textual elements (e.g., titles, headers, charts, graphics, illustrations) and organizational patterns.

<p>8 band.</p>		<ul style="list-style-type: none"> • Ensure texts include a variety of genres (e.g., literary, historical texts, literary nonfiction, scientific, technical, or research). <ul style="list-style-type: none"> ○ Select pieces that present opinions, argumentative essays, and editorials connecting thematic units with current issues (7.RI.1B) (7.RI.1C) (7.RI.2B). • Pair informational and/or literary texts that present conflicting perspectives on the same issue/topic to allow students to compare and contrast ideas (7.RI.2C) (7.RI.3B). • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. (See Disciplinary Connections for examples for interdisciplinary opportunities).
<p>Demands of the Text* 7.DSR E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • Explicitly teach or review key terminology needed to investigate and comprehend informational texts (e.g., organizational patterns, text structures, text features qualifications, credibility) (7.RV.1, 7.RI.1). • Use graphic organizers to support the development of accurate summary statements. <ul style="list-style-type: none"> ○ Guide students in determining and using appropriate reading strategies to support comprehension (7.DSR.E). • Model shared reading while helping students practice locating and annotating for important information (7.RI.1B, 7.RI.1C). • *Provide scaffolded assistance as needed.
<p>Connect to Previously</p>	<ul style="list-style-type: none"> • How will new learning 	<ul style="list-style-type: none"> • Engage students in discussion to gauge their background

<p>Read/Related Text to Build Knowledge + Vocabulary Understanding <i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.</i></p>	<p>connect to previously learned skills and/or concepts?</p> <ul style="list-style-type: none"> • How will students build background knowledge or context to understand the text? 	<p>knowledge and misconceptions on concepts and themes.</p> <ul style="list-style-type: none"> • Review the purpose for reading the selected informational texts (<i>7.RI.2A, 7.RI.2B, 7.RI.2C</i>). • Reinforce learned vocabulary from the reading of prior literary or informational texts to answer clarifying questions about texts (<i>7.RV.1H</i>) • Provide graphic organizers for students to make connections between previously known concepts and new knowledge. • Provide opportunities where students will independently or collaboratively engage with informational texts from interdisciplinary connections, applying background knowledge to deepen understanding of new material. • Create research opportunities in which students can formulate research questions about the thematic topic and organize and share findings to build background knowledge and context around the texts as a class (<i>7.R.1</i>).
<p>Skills in Practice <i>7.DSR.C – When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading. • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model how to analyze informational texts by citing text evidence to support thinking (<i>7.RI.1A, 7.RI.1B, 7.RI.1C</i>). <ul style="list-style-type: none"> ○ Model effective annotation techniques while reading to support thinking about concepts within the text. ○ Ask text dependent critical thinking questions to support comprehension. ○ Organize informational gathered while reading for the analysis of informational text using a graphic organizer. • After reading an informational text, have students determine the author’s perspective (e.g., beliefs, assumptions, biases) using several pieces of text evidence

<p><i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>		<p>and discuss how this influences the meaning of the text (7.RI.2C).</p> <ul style="list-style-type: none"> • Close read paired texts with similar ideas to compare and contrast how authors convey their perspectives on similar topics (7.RI.3A, 7.RI.3B). <ul style="list-style-type: none"> ○ Examine how authors present facts, opinions, and reasoning. ○ Collect and synthesize information from multiple sources using graphic organizers or various notetaking formats (7.R.1B). • Model thinking and annotating for details needed to create a main idea statement, that will accurately summarize a text. <ul style="list-style-type: none"> ○ Include strategies that will differentiate between main ideas and details (7.RI.1A). ○ Model writing summaries for students explicitly demonstrating how to incorporate the main idea and specific details. ○ Guide students through peer editing of draft summaries using guiding questions to foster collaborative discussion and constructive feedback from peers (7.W.3B, 7.C.1iii). • Facilitate opportunities for students to annotate texts and gather relevant evidence via graphic organizer for discussion and writing about texts (7.C.1, 7.W.1B, 7.W.1D).
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Connections	
Sample Text Sets	Disciplinary Connections

<p>Theme: <i>Shaping The American Dream</i> Informational: “The Founding of American Democracy”—CommonLit Staff (860L) Literary: <i>America and I</i> (790L) Literary (Poem): <i>I Hear America Singing</i>—Walt Whitman Informational: <i>Lasting Contributions</i> (1100L) — Diana Childress Informational: <i>You Have the Right to Remain Silent</i> (1020L)- Jessica McBirney Literary (Poem): <i>All American Girl</i> – Julia Alvarez</p> <p>Theme: <i>Forces That Shape Our World</i> Literary (Poem): <i>April Rain Song</i> – Langston Hughes Literary (Poem): <i>The Cremation of Sam McGee</i> Literary: <i>All Summer in a Day</i> – Ray Bradbury Informational: “Want to turn off the Internet? It Could Happen if a Solar storm Hits the Earth” (1020L) – Doyle Rice, <i>USA Today</i></p> <p>Theme: <i>Facing Our Failures, Finding Our Way</i> Literary (Poem): <i>Identity</i> – Julio Noboa Literary (Poem): <i>Making a Fist</i> – Naomi Shihab Nye Informational: “Michael Jordan: A Profile in Failure” (1040L)–Jeff Stibel Literary nonfiction (Speech): <i>President Obama's National Address to America's Schoolchildren</i> (980L) – President Barak Obama</p>	<ul style="list-style-type: none"> • Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g., history, science, art, world language, math) • English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. Doing so ensures that vocabulary instruction is relevant to what students are learning in other subjects, providing a real-world context for language development (7.DSR.D). <ul style="list-style-type: none"> • The example thematic unit, “Forces that Shape Our Worlds” supports connections to the 2018 <i>Science Standards of Learning</i> (SCI. 6.6, SCI. 6.9). • The example thematic unit, “Facing Our Failures, Finding Our Way,” supports connections to the 2023 <i>VA Civics & Economics Learning</i> with ideas around peacefully working for change in communities or the nation (CE.6c).
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WRITING AND LANGUAGE USAGE | GRADE 7 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)

- [Progression Chart - Language Usage](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards-Writing](#)
- [LINK- Grade 7 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 7 Understanding the Standards.
- In Grade 7, teachers should recognize the difference between teaching writing and assigning writing, and that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (e.g., five paragraphs) often produces formulaic writing and limits student expression and voice.
- Teachers should model high quality writing through published works and authentic texts.
- Embed practice with the grammatical expectations in the Language Usage standards for Grade 7.
- Model and analyze how authors use punctuation and grammar to enhance the meaning of their works; this should be discussed and modeled for students using authentic examples from various authors.
- Grammar instruction and practice should be integrated during reading, writing, and discussion.
- Teachers will continue to address the features of the three domains of writing:
 - Composing—Focusing on developing a clear, central idea while providing elaboration, organization, and coherence.
 - Written Expression—Encourage sentence variation, effective word choice, voice, and tone that suit the purpose and audience.
 - Language Usage/Mechanics — Emphasize correct grammar, punctuation, and usage as appropriate for grade level.
- Support students in developing various styles of writing by modeling how to embed narrative techniques in multiple forms of writing.
- Use writing conferences and portfolios to monitor student progress and provide the opportunity for students to practice writing on demand, for shorter time frames, and over extended periods of time.
- Provide opportunities for student choice with topic, audience, and purpose.

- Prepare students for future success postsecondary education and workplace environments by incorporating and requiring a variety of forms of writing.
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Writing

7.W The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.

7.W.1 Modes and Purposes for Writing

- A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
- B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
- C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.
- D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

7.W.2 Organization and Composition

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
 - i. Composing a thesis statement that states a position or explains the purpose.
 - ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
 - iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
 - iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
 - v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
 - vi. Expanding and embedding ideas to create sentence variety.
 - vii. Providing a concluding statement or section.

7.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

Language Usage

7.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

7.LU.1 Grammar

- A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing
- B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing
- C. Use specific adjectives and adverbs to enhance speech and writing
- D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing
- E. Maintain consistent verb tense across paragraphs in writing

7.LU.2 Mechanics

- A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing
- B. Use and punctuate dialogue and direct quotations appropriately in writing
- C. Recognize and consistently spell frequently used words accurately
Consult reference materials to check and correct spelling

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
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<p>Select Exemplar of the Genre <i>7.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Select mentor texts that are connected by concept or theme and fall within the mid-range of the grade 6-8 band of 925 –1185. • Select a wide range of mentor texts and related to the themes and concepts in the texts chosen that exposes students to a variety of writing styles, sentence structures, dialogue, and grammar/language usage standards. • Mentor texts should include a variety of narrative, expository, persuasive writing, and reflective writing (<i>7.W.1A, 7.W.1B, 7.W.1C, 7.W.1D</i>). • When applicable, exemplar text choices should align with other course content (e.g., History, Science, Math, the Arts).
<p>Demands of the Text* <i>7.DSR E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Pre-teach and model elements needed to draft a written response that is strong in both organization and composition (e.g., thesis statements, elaboration, transition words, sentence structures) (<i>7.W.2</i>). • Alternate how students respond to the texts including summaries of the main points, personal reflections, and critiques of the texts throughout the unit. • Model the use of graphic organizer to support students during the pre-writing process. • Provide mini lessons and direct instruction prior to writing in order to support student skills in usage and mechanics (e.g., word choice, sentence variety, transitions, commas, quotations, punctuation) (<i>7.W.3, 7.LU.1, 7.LU.2</i>). • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to Previously Read/Related Text to Build Knowledge +</p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or 	<ul style="list-style-type: none"> • Use mentor texts to serve as an example for both new and previously learned writing skills (<i>7.W.1D</i>). • Conduct mini- or small group lessons to review or introduce

<p>Vocabulary Understanding <i>7.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>concepts?</p> <ul style="list-style-type: none"> • How will students build background knowledge or context to understand the text? 	<p>key writing skills before introducing new concepts.</p> <ul style="list-style-type: none"> • Review and reinforce earlier lessons on grade level expectations and standards around writing and language usage skills to ensure students continue to build their knowledge of Grade 7 Language Usage standards.
<p>Skills in Practice <i>7.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located</i></p> <p><i>7.DSR.E – Use reading strategies as needed to aid and monitor</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the selected skills and standards? • How can teachers demonstrate ways authors make purposeful decisions when writing? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model thinking aloud while reading mentor texts to emphasize the modes of writing and author’s purpose (7.W.1). <ul style="list-style-type: none"> ○ Utilize narrative texts to analyze for character development and how authors sequence events (7.W.1A). ○ Expository texts can model text structures and patterns like problem-solution and cause-and-effect (7.W.1B). ○ Persuasive texts can model the use of claims, counterclaims, evidence, and reasoning (7.W.1C). • Model the writing process to include pre-writing, drafting, editing/revising and publishing. <ul style="list-style-type: none"> ○ Write <i>in front</i> of students, verbalize thinking, and explain choices in regard to sentence structure, word choice, and grammar. • Use exemplar texts to model and analyze how authors use

<p><i>comprehension when encountering challenging sections of text.</i></p>		<p>conventions of standard English to enhance meaning of the text.</p> <ul style="list-style-type: none"> • Allow students multiple opportunities to work through the writing process in a variety of low stakes and practice environments (e.g., planning, drafting, revising, editing) (7.W.2A). <ul style="list-style-type: none"> ○ Model and provide different types of brainstorming and planning examples. ○ Provide opportunities to revise writing and edit for different elements. • Confer with students individually or in small groups to offer personal feedback to target specific writing areas of growth. • Provide explicit instruction on writing and grammar skills <ul style="list-style-type: none"> ○ Model and allow students to experiment with different types of transitions within writing. ○ Provide opportunities for students to peer-edit with a focus on primary Grade 7 standards (e.g., thesis statements, transitions, sentence variety) (7.W.3B).
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Connections

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Speaking Up for Others</i> Literary: <i>Her Story</i>—Padma Venkatraman Informational: “We Are All Bystanders” (ATOS 8.23) — Jason Marsh and Dacher Keltner Literary (Poem): <i>Gate A-4</i> — Naomi Shihab Nye</p> <p>Theme: <i>Unexpected Consequences</i> Literary: <i>Monsters Are Due on Maple Street</i> Literary (Poem): <i>If</i> – Rudyard Kipling Literary: <i>The Emperor’s New Clothes</i> (900L)– Han Christian Anderson Informational: “Herd Mentality Explained”—Rick Nauert, <i>PsychCentral</i></p> <p>Theme: <i>Trailblazers and Change Agents</i> Literary nonfiction (Speech): <i>Jason Reynolds Commencement Speech</i> (Lesley University, 2019) Literary: <i>Monkeyman</i>—Walter Dean Myers Informational: “How Jackie Robinson Changed Baseball(1050L)—Jessica McBirney Informational: “Jessie Owens”—Shelby Ostergaard (1050L)</p>	<ul style="list-style-type: none"> • Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g. history, science, art, world language, math). • English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. Doing so ensures that vocabulary instruction is relevant to what students are learning in other subjects, providing a real-world context for language development (7.DSR.D). • The sample text set, “Trailblazers and Change Agents” connect to Grade 7, Civics and Economics standards around citizenship and civic participation (CE.6d). • These stories or informational texts may reflect former cultural and historical eras that students in Grade 7 may need more context around. • Provide opportunities and encourage students to incorporate background knowledge or vocabulary from other content areas and applicable topics.

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 7 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies and Language Usage in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards- Communication & Multimodal Literacies](#)
- [LINK- Grade 7 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 7 Understanding the Standards.
 - In Grade 7, students will continue to deliver multimodal presentations individually and in collaborative groups.
 - Incorporate diverse media formats to provide opportunities for students to interpret information from diverse perspectives.
 - Emphasize the importance of effective interpersonal communication and collaboration skills.
 - Provide ongoing opportunities for students to engage in and share responsibility for collaborative work, as both a contributor and a facilitator, while striving for consensus to accomplish goals.
 - Guide students on how to appropriately select resources for an oral, visual, written, or multimodal research product.
 - While reading literary and informational texts, encourage students to ask and respond to probing questions during whole-group or small-group time.
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Communication and Multimodal Literacies

7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

7.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
 - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
 - ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
 - iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions.
 - iv. Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements.
 - v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
 - vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.

7.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Clearly communicating information in an organized and succinct manner.
 - ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
 - iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.
 - iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.
 - v. Referencing source material as appropriate during the presentation.
- B. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

7.C.3 Integrating Multimodal Literacies

- A. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
- B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.

7.C.4 Examining Media Messages

- A. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).

- B. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.
- C. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.

Language Usage

7.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

7.LU.1 Grammar

- A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing
- B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing
- C. Use specific adjectives and adverbs to enhance speech and writing
- D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing
- E. Maintain consistent verb tense across paragraphs in writing

7.LU.2 Mechanics

- A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing
- B. Use and punctuate dialogue and direct quotations appropriately in writing
- C. Recognize and consistently spell frequently used words accurately
- D. Consult reference materials to check and correct spelling

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select Engaging Discussion Protocols to Respond to Texts <i>7.DSR.B – Proficiently read</i>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of 	<ul style="list-style-type: none"> • Choose grade-level appropriate discussion protocols for students to engage in throughout the year when responding to texts.

<p><i>and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.</i></p>	<p>the 2024 <i>English Standards of Learning</i>-p.105).</p>	<ul style="list-style-type: none"> • Select appropriate protocols to match various thematic units and styles/formats of text. • When applicable, integrate various multimodal or media messages and presentations with two or more communication modes (7.C.3). • When applicable, align topics, concepts, or themes to other course content such as history and Social Sciences, Science, Math, or the Arts (See Connections for examples for interdisciplinary opportunities).
<p>Demands of the Strand* <i>7.DSR E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • How will the teacher help students develop effective communication skills to share ideas and articulate personal viewpoints with appropriate tone and delivery? • How will the teacher support students when responding to texts in both informal and formal discussions or presentations? 	<ul style="list-style-type: none"> • Highlight discussion norms and collaborative strategies by modeling active listening, questioning techniques, and appropriate ways to agree/disagree (7.C.1A). • Model presentation structures and skills, focusing on the components of a presentation and specific components related to presentation communication (7.C.3). <ul style="list-style-type: none"> ○ Use graphic organizers to help students plan and effectively organize oral and written presentations (7.C.3A). • Model persuasive techniques and their impact (e.g., bandwagon, testimonials, generalities), using real-world media examples such as advertisements or social media campaigns (7.C.4A, 7.C.4B, 7.C.4C). • Explicitly teach and model nonverbal and verbal active listening skills while students are presenting or discussing texts (7.C.1Ai). • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to Previously Read/Related Text to Build Knowledge +</p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or 	<ul style="list-style-type: none"> • Review and model agreed-upon discussion rules as before students explore authentic topics and share their diverse opinions that require active listening and respect from

<p>Vocabulary Understanding <i>7.DSR.E – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>concepts?</p> <ul style="list-style-type: none"> • How will instruction build on previously read text or previously learned communication protocols? 	<p>classmates.</p> <ul style="list-style-type: none"> • Explicitly point out how new skills build on or relate to what students have previously learned. • Students can return to previously written assignments for editing purposes as newly learned writing and language use standards are explicitly taught. Students might also combine previously written pieces or extend previously written pieces in order to extend writing and to emphasize that writing is a recursive process (7.W.2). • Teachers should explicitly teach foundational language concepts directly, such as grammar rules, vocabulary, sentence structure, and syntax, ensuring students understand terminology. • Use mentor texts and materials relevant to students’ interests and experiences. • Use charts, graphic organizers, and images to model new language concepts. • Have students work collaboratively, where they can discuss, practice and review language usage which will enhance their understanding. • Integrate new language usage with other content areas to show how language skills apply across disciplines.
<p>Skills in Practice <i>7.DSR.C – When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and 	<ul style="list-style-type: none"> • While modeling writing and editing for students, verbalize thought process regarding grammar, punctuation, and vocabulary choices via Think-Aloud. <ul style="list-style-type: none"> ○ Explain and analyze the choice of certain language and sentence structures and how they enhance clarity and meaning. ○ Provide examples of correct and incorrect usage of

<p><i>claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p> <p><i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<p>standards?</p>	<p>grammar and conventions.</p> <ul style="list-style-type: none"> • Analyze exemplar persuasive texts (e.g., speeches, media messages, or argumentative essays) similar to what students will be producing looking for clear claims and evidence the author uses to support their arguments (7.W.1C). <ul style="list-style-type: none"> ○ Create multimodal content incorporating two or more communication modes that based on the purpose of the presentation (7.C.3A). ○ Use these exemplars as models when students are organizing their own facts, details, and examples to support their main ideas (7.C.2Aii). ○ Close read specific adjectives and adverbs authors use enhance their speech and writing. Guide students in selecting specific words to match the topic and intent of their presentations (7.LU.1C). • Allow students multiple opportunities to work through the writing process (e.g., planning, drafting, revising, editing) <ul style="list-style-type: none"> ○ Model and provide different types of brainstorming and planning examples as students become comfortable developing their own planning processes (7.W.2). ○ Provide timely and corrective feedback to reinforce proper usage. ○ Students should be given multiple opportunities to revise their writing. Direct students to visit the same piece of writing multiple times to edit for different elements, focusing on the recursive nature of writing (7.W.3). • Provide students with the opportunity to reflect on the verbal/nonverbal skills used and adjusts their strategies
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		to enhance the message before presenting again (7.C.2Aiii).
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Connections	
Sample Text Sets	Disciplinary Connections

Theme: *Shifting the Narrative: Fight for Expression*

Literary nonfiction: *Hello, My Name Is ___*—Jason Kim (1060L)

Informational: “Why Afghanistan’s ‘Underground Girls’ Skirt Tradition to Live as Boys”—NPR Staff (980L)

Literary (Poem): *Drum Dream Girl*—Margarita Engle

Informational: “How Have the Life Choices of Women in India Changed over Time?”—Shareen Joshi, Allison Gamzon, and Rachel Watson, *Social Science Journal for Kids*

Theme: *The Weight of Words*

Literary (Poem): [This is Not a Small Voice](#) – Sonia Sanchez

Informational: “Do Words Have the Power to Change your Brain?”—PsychCentral (9.2 ATOS)

Informational: “Weighing in With Words”—Andrew Matthews (1090L)

Informational: [“The Power of Advertising”](#) (1050L) – Shelby Ostergaard

Theme: *Children Impacted by War*

Literary: *Playing Atari with Saddam Hussein*—Jennifer Roy, Ali Fadhil

Literary: *All the Broken Pieces*—Ann E. Burg

Literary: *War of the Wall*—Toni Cade Bambara

Informational: “Children During the Holocaust” — *ReadWorks.org*

- Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g. History, Science, Art, World Language, Math).
- Incorporate multimodal literacies and media that explore major historical, scientific, or cultural topics and concepts that students in Grade 7 are/will be exposed to in other content areas to build a deeper understanding the concepts and topics being explored.
- While reading texts from the thematic unit “Shifting the Narrative,” explore the different settings and cultural contexts to build background and vocabulary knowledge so students can analyze how social and cultural context impact the texts.
 - Consider facilitating discussions about globalization, cultural exchange, and the significance of local customs in a broader world context.
- Text may explore various themes of identity, belonging, and cultural heritage. These texts can serve as a springboard for discussions about cultural diversity, migration, and the impact of cultural backgrounds on personal choices (7.CE.H).

RESEARCH | GRADE 7 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 7 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 6-8 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 English Standards of Learning.

- [LINK- Grade 7 Understanding the Standards- Research](#)

Teacher's Note:

- Use the Grade 7 Understanding the Standards.
 - In Grade 7, students will conduct research by formulating research questions, evaluating the validity and authenticity of texts, collecting and organizing information from multiple sources, and synthesizing and communicating their findings.
 - Provide multiple opportunities for students to read and cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information.
 - The student will evaluate the validity and authenticity of sources, and will apply research techniques to quote, summarize, and paraphrase findings.
 - Encourage the development of research skills that are foundational to effective critical thinking and responsible use of information.
 - Integrate research standards into reading and writing activities throughout the year.
 - Facilitate individual, collaborative and cross-curricular research activities.
 - Research products should vary from small, informative pieces to larger, multimodal presentations throughout the academic year.
 - Teachers will teach students how to embed information effectively into research products and collaborate with the librarian/media specialists throughout the research process.
 - Make students aware of possible consequences of plagiarism in real-world environments and emphasize giving credit to all sources used when gathering information, including another person's media, facts, ideas, graphics, music, or direct quotations.
 - Students will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research products.
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Research

7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.

7.R.1 Evaluation and Synthesis of Information

- A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.
- C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.
- D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
- E. Organize and share findings in formal and informal oral written formats.
- F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a Purpose for Research <i>7.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). 	<ul style="list-style-type: none"> Select texts that encourage research to gain a deeper understanding such as texts with historical or social contexts students must have knowledge or an understanding of. Strategically select paired texts to evaluate how different writers/texts approach similar topics to evaluate texts for their credibility, reliability, accuracy, usefulness, and limitations, identifying main points, points of view, conflicting information, and any misconceptions or biases.

		<ul style="list-style-type: none"> • Exemplar text choices and pairings should include a variety of text types (e.g., literary, informational, poetry, dramas) (7.DSR.D). <ul style="list-style-type: none"> ○ Include a balance of both primary and secondary sources (digital and print) as research options. • When applicable, exemplar text choices should align with other course content (e.g., History, Science, Math, the Arts).
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding 7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.</p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge? 	<ul style="list-style-type: none"> • While modeling the use of new research skills, show students how to apply a new research method while revisiting previously read texts. • Facilitate group work where students discuss how they can use previous research skills in the context of new topics. • Use research to explore topics previously discussed or learned in both the English and other content areas. Demonstrate how to make connections between different disciplines when researching about topics.
<p>Skills in Practice 7.DSR.C – When responding to text through discussion and/or writing,</p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show 	<ul style="list-style-type: none"> • Revisit previously read texts where students have annotated and found textual evidence to practice new research skills. <ul style="list-style-type: none"> ○ Provide multiple opportunities for students to

<p><i>draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p> <p><i>7.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<p>understanding of the research process and present their findings?</p>	<p>practice using various notetaking formats (7.R.1B).</p> <ul style="list-style-type: none"> • Introduce and/or review the research process with students, explaining how research can be broken into manageable steps (e.g., formulate a question, gather sources, evaluate credibility, synthesize information, cite sources) (7.R1). <ul style="list-style-type: none"> ○ Support students synthesizing findings from multiple sources, modeling effective notetaking, how to eliminate irrelevant findings, and how to organize findings. ○ Model how to quote, paraphrase, and summarize texts to avoid plagiarism (7.R.1B). ○ Ensure students use and punctuate dialogue and direct quotations appropriately when using their research findings in writing (7.LU.2B). • Model how to compare different media sources on the same topic and evaluate the effectiveness of each media source (e.g., bias, persuasive techniques, intent) (7.C.4). • Explicitly teach the differences between quoting and paraphrasing textual evidence from multiple sources (7.R.1D). <ul style="list-style-type: none"> ○ Model how to organize these findings for oral written formats (7.R.1E). • Model techniques for source evaluation (e.g., credible sources, bias, primary vs. secondary, validity, currency, relevance, authority, accuracy, purpose) (7.R.1C). • Teach and model rules for source citations to include MLA and APA formatting guidelines (7.R.1F). • Use research findings to: <ul style="list-style-type: none"> ○ Develop the focus of expository texts on a concept
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		<p>or topic students are researching (7.W.1B).</p> <ul style="list-style-type: none"> ○ Incorporate relevant evidence and claims to support a defined point of view when writing persuasively (7.W.1C).
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Connections	
Sample Text Sets	Disciplinary Connections
<p>Theme: Big Problems, Young Problem-solvers Literary: <i>Rez Dogs</i>—Joseph Bruchac Literary: <i>A Good Kind of Trouble</i>—Lisa Moore Ramee Informational: “Young People Solving Big Problems” (1020L)—<i>ReadWorks.org</i> Informational: “Marley Dias: The 13-Year-old Author who Made a Difference” (1000L)—Barrett Smith</p> <p>Theme: Nonconformity Literary: <i>Stargirl</i>—Jerry Spinelli Literary (Poem): <i>Little Sister</i>—Tasha Spillett (Cree) Informational: “Why do People Follow the Crowd” (1030L)—ABC News, <i>CommonLit</i></p> <p>Theme: A Sacred, but Scarce Resource Literary: <i>Thirst</i>—Varsha Bajaj Informational: “The Children of Flint, Ten Years Later”—Shantal Rily, Harvard Public Health (ATOS: 9.5) Informational: “What’s the Big Idea About Water? Protecting Our Water—OLogy (American Museum of Natural History website for kids) via <i>ReadWorks.org</i> (940L)</p>	<ul style="list-style-type: none"> ● Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g. History, Science, Math, and the Arts). ● Facilitate opportunities for students to read, analyze, discuss, and write in connection to their learnings and understandings from primary sources and/or technical texts. ● Texts around the water crisis and water scarcity may introduce students to themes learned in Science (e.g., water pollution, natural resources, protecting the planet). If students may also need more time to explore this issue, incorporate other articles or media messages related to the Flint Water Crisis, the Mississippi Water Crisis, and other issues of water scarcity around the world.

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