Standard ID	Standard Text	Edgenuity Lesson Name
CC.RL.7.	Reading Standards for Literature	
	Key Ideas and Details	
RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Setting and Character in Dragonwings Overcoming the Odds: The Miracle Worker, Act I Elements of Drama in The Miracle Worker, Acts II and III Conflict and Resolution in "Amigo Brothers" Neighbors: Visualizing in The Monsters Are Due on Maple Street Making Predictions in The Monsters Are Due on Maple Street Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown" Personification in The People Could Fly Looking Out for Others: Allegory in "Aunty Misery" Characters in "Rikki-Tikki-Tavi" Making Inferences about "Birdfoot's Grampa" Conflict and Plot Structure in Robin Hood

Standard ID	Standard Text	Edgenuity Lesson Name
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	The Poetry of Identity
		Pursuing the Dream as a Central Idea in Poetry
		Overcoming the Odds: The Miracle Worker, Act I
		Elements of Drama in The Miracle Worker, Acts II and III
		Conflict and Resolution in "Amigo Brothers"
		Theme in The Monsters Are Due on Maple Street
		Personification in The People Could Fly
		Characters in The People Could Fly
		Looking Out for Others: Allegory in "Aunty Misery"
		Making Inferences about "Birdfoot's Grampa"

Standard ID	Standard Text	Edgenuity Lesson Name
RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Introduction to Identity and Expectations: Story Elements in "Seventh Grade" Heritage: Japanese Culture in a Folktale Setting and Character in Dragonwings Overcoming the Odds: The Miracle Worker, Act I Conflict and Resolution in "Amigo Brothers" Theme in The Monsters Are Due on Maple Street Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown" Heroes of the People: Fact and Folktale in The People Could Fly Personification in The People Could Fly Characters in The People Could Fly Setting and Dialect in The People Could Fly Repetition in The People Could Fly Characters in "Rikki-Tikki-Tavi" Making Inferences about "Birdfoot's Grampa" Conflict and Plot Structure in Robin Hood
RL.7.a.	Grade 7 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.	Introduction to Identity and Expectations: Story Elements in "Seventh Grade" Heritage: Japanese Culture in a Folktale Conflict and Resolution in "Amigo Brothers" Making Inferences about "Birdfoot's Grampa"
RL.7.b.	Grade 7 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.	Introduction to Identity and Expectations: Story Elements in "Seventh Grade" Conflict and Resolution in "Amigo Brothers" Making Inferences about "Birdfoot's Grampa"

Standard ID	Standard Text	Edgenuity Lesson Name
RL.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.	Introduction to Identity and Expectations: Story Elements in "Seventh Grade" Heritage: Japanese Culture in a Folktale Conflict and Resolution in "Amigo Brothers" Making Inferences about "Birdfoot's Grampa"
	Craft and Structure	
RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	The Poetry of Identity Pursuing the Dream as a Central Idea in Poetry Visions of the Past and Future: Structure in "I Hear America Singing" Setting and Dialect in The People Could Fly Repetition in The People Could Fly Looking Out for Others: Allegory in "Aunty Misery"
RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Pursuing the Dream as a Central Idea in Poetry Neighbors: Visualizing in The Monsters Are Due on Maple Street Making Predictions in The Monsters Are Due on Maple Street Theme in The Monsters Are Due on Maple Street
RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Neighbors: Visualizing in The Monsters Are Due on Maple Street Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown" Point of View and Viewpoint in The People Could Fly First-Person Point of View in Fever 1793 Characters in "Rikki-Tikki-Tavi"

Standard ID	Standard Text	Edgenuity Lesson Name
	Integration of Knowledge and Ideas	
RL.7.7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Neighbors: Visualizing in The Monsters Are Due on Maple Street Making Predictions in The Monsters Are Due on Maple Street Theme in The Monsters Are Due on Maple Street Setting and Dialect in The People Could Fly
RL.7.8.	(Not applicable to literature)	
RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Heritage: Japanese Culture in a Folktale Setting and Character in Dragonwings Heroes of the People: Fact and Folktale in The People Could Fly Point of View and Viewpoint in The People Could Fly First-Person Point of View in Fever 1793 Writing a Comparison of Fiction and Nonfiction
RI.7.a.	Students in 6, 7, and 8 will distinguish between primary and secondary sources.	Combining Sources to Understand the Life of Abraham Lincoln
RI.7.b.	Students in 6, 7, and 8 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RL.7.10.	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.	Introduction to Identity and Expectations: Story Elements in "Seventh Grade" The Poetry of Identity Heritage: Japanese Culture in a Folktale Setting and Character in Dragonwings Pursuing the Dream as a Central Idea in Poetry Overcoming the Odds: The Miracle Worker, Act I Elements of Drama in The Miracle Worker, Acts II and III Conflict and Resolution in "Amigo Brothers" Neighbors: Visualizing in The Monsters Are Due on Maple Street Making Predictions in The Monsters Are Due on Maple Street Theme in The Monsters Are Due on Maple Street Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown" Visions of the Past and Future: Structure in "I Hear America Singing" Heroes of the People: Fact and Folktale in The People Could Fly Personification in The People Could Fly Characters in The People Could Fly Setting and Dialect in The People Could Fly Point of View and Viewpoint in The People Could Fly Repetition in The People Could Fly First-Person Point of View in Fever 1793

Standard ID	Standard Text	Edgenuity Lesson Name
CC.RI.7.	Reading Standards for Informational Text	
	Key Ideas and Details	
RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Figurative Language in Barrio Boy Influences and Inferences in "Names/Nombres" Cause and Effect in The Riddle of the Rosetta Stone Context Clues and Inferences in The Riddle of the Rosetta Stone Making Inferences in an Article about Roberto Clemente Argumentation in "The Girl Who Silenced the World for Five Minutes" Cause and Effect in An American Plague Characterization and Central Ideas in A Night to Remember Language and Purpose in Exploring the Titanic
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Central Ideas and Purpose in The Riddle of the Rosetta Stone Making Inferences in an Article about Roberto Clemente Summarizing a Text by Jackie Robinson Central Ideas in Eleanor Roosevelt's "What I Hope to Leave Behind" Characterization and Central Ideas in A Night to Remember

Standard ID	Standard Text	Edgenuity Lesson Name
RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Influences and Inferences in "Names/Nombres" Cause and Effect in The Riddle of the Rosetta Stone Characterization in The Riddle of the Rosetta Stone Influences on Ideas in The Riddle of the Rosetta Stone Reasoning and Logic in The Riddle of the Rosetta Stone Context Clues and Inferences in The Riddle of the Rosetta Stone Making Inferences in an Article about Roberto Clemente Summarizing a Text by Jackie Robinson Drawing Conclusions in a Cesar Chavez Speech Freedom Fighters: Viewpoint in an Article about Malala Yousafzai Setting in We've Got a Job Reader Connections in We've Got a Job Combining Sources to Understand the Life of Abraham Lincoln Cause and Effect in An American Plague Characterization and Central Ideas in A Night to Remember

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure	
RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Figurative Language in Barrio Boy Context Clues and Inferences in The Riddle of the Rosetta Stone Point of View in Helen Keller's Memoir, The Story of My Life Reader Connections in We've Got a Job Combining Sources to Understand the Life of Abraham Lincoln Language and Purpose in Exploring the Titanic
RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Influences on Ideas in The Riddle of the Rosetta Stone Making Inferences in an Article about Roberto Clemente Drawing Conclusions in a Cesar Chavez Speech Setting in We've Got a Job Characterization and Central Ideas in A Night to Remember

Standard ID	Standard Text	Edgenuity Lesson Name
RI.7.6.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Perseverance and Focusing on an Objective: Viewpoint in The Riddle of the Rosetta Stone Characterization in The Riddle of the Rosetta Stone Central Ideas and Purpose in The Riddle of the Rosetta Stone Summarizing a Text by Jackie Robinson Drawing Conclusions in a Cesar Chavez Speech Point of View in Helen Keller's Memoir, The Story of My Life Reader Connections in We've Got a Job Argumentation in "The Girl Who Silenced the World for Five Minutes" Central Ideas in Eleanor Roosevelt's "What I Hope to Leave Behind" Point of View and Viewpoint in The People Could Fly Language and Purpose in Exploring the Titanic
	Integration of Knowledge and Ideas	
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Combining Sources to Understand the Life of Abraham Lincoln Argumentation in "The Girl Who Silenced the World for Five Minutes"
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Perseverance and Focusing on an Objective: Viewpoint in The Riddle of the Rosetta Stone Reasoning and Logic in The Riddle of the Rosetta Stone

Standard ID	Standard Text	Edgenuity Lesson Name
RI.7.9.	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.	Point of View in Helen Keller's Memoir, The Story of My Life Combining Sources to Understand the Life of Abraham Lincoln First-Person Point of View in Fever 1793

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RI.7.10.	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.	Figurative Language in Barrio Boy Influences and Inferences in "Names/Nombres" Perseverance and Focusing on an Objective: Viewpoint in The Riddle of the Rosetta Stone Cause and Effect in The Riddle of the Rosetta Stone Characterization in The Riddle of the Rosetta Stone Influences on Ideas in The Riddle of the Rosetta Stone Reasoning and Logic in The Riddle of the Rosetta Stone Context Clues and Inferences in The Riddle of the Rosetta Stone Central Ideas and Purpose in The Riddle of the Rosetta Stone Making Inferences in an Article about Roberto Clemente Summarizing a Text by Jackie Robinson Drawing Conclusions in a Cesar Chavez Speech Point of View in Helen Keller's Memoir, The Story of My Life Freedom Fighters: Viewpoint in an Article about Malala Yousafzai Setting in We've Got a Job Reader Connections in We've Got a Job Argumentation in "The Girl Who Silenced the World for Five Minutes" Central Ideas in Eleanor Roosevelt's "What I Hope to Leave Behind"

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Standard ID	Standard Text	Edgenuity Lesson Name
CC.W.7.	Writing Standards	
	Text Types and Purposes	
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.	
W.7.1(a)	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Writing an Argument that Supports the Characteristics of a Role Model Writing an Argumentative Essay about Education
W.7.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Writing an Argument that Supports the Characteristics of a Role Model Writing an Argumentative Essay about Education
W.7.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Writing an Argument that Supports the Characteristics of a Role Model Writing an Argumentative Essay about Education
W.7.1(d)	Establish and maintain a formal style.	Writing an Argument that Supports the Characteristics of a Role Model Writing an Argumentative Essay about Education
W.7.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	Writing an Argument that Supports the Characteristics of a Role Model Writing an Argumentative Essay about Education

Standard ID	Standard Text	Edgenuity Lesson Name
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Comparing and Contrasting Genres Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction
W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction
W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Comparing and Contrasting Genres Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction
W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction

Standard ID	Standard Text	Edgenuity Lesson Name
W.7.2(e)	Establish and maintain a formal style.	Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction
W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing an Analysis of a Nonfiction Text Writing an Analysis of a Literary Character Tone and Style in Online Writing Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction
W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.7.3(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.	Writing a Narrative: Describing a Problem Using Dialogue Effectively
W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing a Narrative: Describing a Problem Using Dialogue Effectively
W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Phrases and Clauses Writing a Narrative: Describing a Problem
W.7.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Writing a Narrative: Describing a Problem Using Dialogue Effectively Word Relationships: Accurate and Interesting Words
W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing a Narrative: Describing a Problem Writing a Narrative: Describing a Problem

Standard ID	Standard Text	Edgenuity Lesson Name
	Production and Distribution of Writing	
W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Responding to a Personal Narrative Writing a Narrative: Describing a Problem Writing an Argument that Supports the Characteristics of a Role Model Writing an Analysis of a Literary Character Tone and Style in Online Writing Writing an Argumentative Essay about Education Writing a Comparison of Fiction and Nonfiction
W.7.5.	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, focusing on how well purpose and audience have been addressed.	Writing an Analysis of a Nonfiction Text Writing a Narrative: Describing a Problem Writing an Argument that Supports the Characteristics of a Role Model Writing an Analysis of a Literary Character Writing an Argumentative Essay about Education
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Writing with Credible Sources Writing an Analysis of a Literary Character Tone and Style in Online Writing
	Research to Build and Present Knowledge	
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Writing an Analysis of a Nonfiction Text Writing with Credible Sources Tone and Style in Online Writing

Standard ID	Standard Text	Edgenuity Lesson Name
W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.7.9(a)	Apply grade 7 reading standards to literature (e.g., ''Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history'').	Point of View and Viewpoint in The People Could Fly First-Person Point of View in Fever 1793 Writing a Comparison of Fiction and Nonfiction
W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').	Writing an Analysis of a Nonfiction Text Writing an Argument that Supports the Characteristics of a Role Model
	Range of Writing	
W.7.10.	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.	Responding to a Personal Narrative Writing an Analysis of a Nonfiction Text Writing a Narrative: Describing a Problem Writing an Argument that Supports the Characteristics of a Role Model Using Dialogue Effectively Writing an Analysis of a Literary Character Tone and Style in Online Writing Writing an Argumentative Essay about Education Persuasion and Tone in a Speech Writing a Comparison of Fiction and Nonfiction

Standard ID	Standard Text	Edgenuity Lesson Name
CC.SL.7.	Speaking and Listening Standards	
SL.7.1.	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.	
SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Group Discussion
SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Group Discussion
SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Group Discussion
SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.	Group Discussion
SL.7.2.	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.	Group Discussion Freedom Fighters: Viewpoint in an Article about Malala Yousafzai Argumentation in "The Girl Who Silenced the World for Five Minutes" Creating a Multimedia Presentation
SL.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Group Discussion Argumentation in "The Girl Who Silenced the World for Five Minutes"
	Presentation of Knowledge and Ideas	
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Group Discussion Creating a Multimedia Presentation
SL.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Creating a Multimedia Presentation

Standard ID	Standard Text	Edgenuity Lesson Name
SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Group Discussion Creating a Multimedia Presentation Creating a Multimedia Presentation
SL.7.a.	Students in 6, 7, and 8 will understand the influence of heritage language in English speech patterns.	
SL.7.b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.	Group Discussion
SL.7.c.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	Group Discussion
CC.L.7.	Language Standards	
	Conventions of Standard English	
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.	Phrases and Clauses Parts of Speech and Modifiers
L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Phrases and Clauses
L.7.1(c)	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Phrases and Clauses Parts of Speech and Modifiers
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Capitals and Commas
L.7.2(b)	Spell correctly.	Choosing Words Wisely

Standard ID	Standard Text	Edgenuity Lesson Name
	Knowledge of Language	
L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.	
L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Word Relationships: Accurate and Interesting Words Choosing Precise Words to Eliminate Wordiness and Redundancy
	Vocabulary Acquisition and Use	
L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
L.7.4(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.	Word Relationships: Using Context Choosing Words Wisely
L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Word Meanings
L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Word Meanings Choosing Words Wisely
L.7.4(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).	Word Meanings Choosing Words Wisely
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.5(a)	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Visions of the Past and Future: Structure in "I Hear America Singing" Visions of the Past and Future: Structure in "I Hear America Singing"

Standard ID	Standard Text	Edgenuity Lesson Name
L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Making Inferences in an Article about Roberto Clemente Word Relationships: Using Context Word Relationships: Accurate and Interesting Words
L.7.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Word Relationships: Using Context
L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Parts of Speech and Modifiers Making Inferences in an Article about Roberto Clemente