

QUARTER	ESSENTIAL STANDARD	
In English Language Arts classes, there is a great deal of repetition with standards. For example, main idea is introduced in the 1st quarter and will be revisited throughout the year.		
1st Quarter	Students can organize main idea(s) and relevant supporting details to create an objective summary that maintains the sequence of events from a text.	7.2.R.1
1st Quarter	Students can analyze textual characteristics to distinguish genres.	7.2.R.2
1st Quarter	Students can retell the main idea(s) and relevant supporting details using their own words to paraphrase a text.	7.2.R.3
1st Quarter	Narrative Writing: Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.	7.3.W.1
1st Quarter	Vocabulary: Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer the meaning of grade-level text.	7.4.R.1
1st Quarter	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	7.4.R.2
1st Quarter	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	7.4.R.5
1st Quarter	Students will recognize the correct use of prepositional phrases and dependent clauses.	7.5.R.1
2nd Quarter	Informational Writing: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	7.3.W.2
2nd Quarter	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	7.4.R.2
2nd Quarter	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	7.4.R.4
2nd Quarter	Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7.5.R.2
2nd Quarter	Students will recognize the subject and verb agreement	7.5.R.3
2nd Quarter	NWEA TEST	
3rd Quarter	Argumentative Writing: Students will introduce a claim and organize reasons and evidence, using credible sources.	7.3.W.3
3rd Quarter	Students will show relationships among the claim, reasons, and evidence.	7.3.W.4
3rd Quarter	Students will recognize and correct misplaced and dangling modifiers.	7.5.R.4
3rd Quarter		
3rd Quarter		
4th Quarter	Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.	7.6.W.2
4th Quarter	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism	7.6.W.3
4th Quarter	Students will summarize and present information in a report.	7.6.W.4
4th Quarter	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	7.6.W.1
4th Quarter	Students will summarize and present information in a report.	7.6.W.4
4th Quarter	NWEA TEST	
4th Quarter	TEST PREP	
4th Quarter	STATE TEST	