

**StudySync
Grade 7**

	Term 1	Term 2	Term 3	Term 4
Dates of Cycle	September 5, 2017- November 13, 2017	November 14, 2017- January 29, 2018	January 30, 2018- April 9, 2018	April 10, 2018- June 6, 2018
Total Teaching Days	Total Instructional Days: 46 <i>Including 1 Half Day</i>	Total Instructional Days: 45 <i>Including 5 Half Days</i>	Total Instructional Days: 46 <i>Including 4 Half Days</i>	Total Instructional Days: 40 <i>Including 5 Half Day</i>
Theme & Unit	Theme: The Powers of a Just Society StudySync Unit 2: The Powers That Be	Theme: Venturing into the Unknown Study Sync Unit 3: Justice Served	Theme: Taking Action Study Sync Unit 1: In Pursuit	Theme: Humanity and Culture Study Sync Unit 4: Getting Along
Focus Mode of Writing	Focus Mode: Informative and Explanatory	Focus Mode: Opinion/Argumentative	Focus Mode: Narrative	Focus Mode: All Modes: Review, Reteach, and Enrich

*You may navigate through each StudySync unit to meet the needs of your students.

The School District of Philadelphia
Standards Mapping: Grade 7 Term 1
Theme: The Powers of a Just Society
Study Sync Unit 2: The Powers that Be

Assessments:

The lessons attached to each reading selection include a variety of tasks for students to complete. Teachers may evaluate any or all tasks toward their assessments of student achievement. Please note that the end-of-unit test will assess the focus standards addressed throughout the unit.

ELL Resources:

The instructional path contains an **Access Path**, which provides targeted differentiation for English Learners. Students interact with course materials through **Access Handouts**, which provide differentiated activities for each proficiency level.

- Emerging – Access 1
- Intermediate – Access 2
- Advanced – Access 3

Please note that the Philadelphia School District reports an ELL student's English proficiency level via an access score/level. This level does not align with the Access Path, used by Study Sync Grade 7. Therefore, when selecting which **Access Path** to support ELL instruction, please evaluate students independently to meet their individual needs and engage in conversation with ESL teacher.

Struggling Learner Resources:

The instructional path contains an **Access Path**, which provides targeted differentiated instruction for struggling learners. Students interact with course materials through **Access Handout 4**, which provides differentiated activities and support for struggling learners.

Term 1
Unit 2 | The Powers That Be

Suggested Days	Text		PA Core Standards Addressed	Eligible Content		
Days 1-5	<p style="text-align: center;"><i>Introduction+ Gladiator</i></p> <p style="text-align: center;"><u>Online Resource:</u> <i>Blast: A Perfect World</i></p> <p style="text-align: center;"><u>Focus Skills:</u> <i>Informational Text Structure</i></p>	Reading	Informational Text CC.1.2.7.A 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.	E07.B-K.1.1.2		
			CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.B-K.1.1.1		
			CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	E07.B-K.1.1.3		
			CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3		
				Writing	CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6
					CC.1.4.7.T 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.	
					CC.1.4.7.U 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.	
					CC.1.4.7.W 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.	
					CC.1.4.7.X 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.	
		S&L	CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.			
			CC.1.5.7.D 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.			

Suggested Days	Text	PA Core Standards Addressed	Eligible Content	
Days 6-9	<p data-bbox="247 428 407 461"><i>“The Lottery”</i></p> <p data-bbox="268 526 386 558"><u>Online Resource:</u> <i>Blast: Very Superstitious</i></p> <p data-bbox="247 704 407 760"><u>Focus Skills:</u> <i>Story Elements</i></p>	Reading Literature <p data-bbox="478 201 1787 256">CC.1.3.7.A 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.</p>	E07.A-K.1.1.2	
			<p data-bbox="478 315 1787 370">CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p>	E07.A-K.1.1.1
			<p data-bbox="478 386 1787 412">CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p>	E07.A-K.1.1.3
			<p data-bbox="478 457 1787 513">CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p>	E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
		Writing <p data-bbox="478 558 1787 613">CC.1.4.7.T 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.</p>		
			<p data-bbox="478 636 1787 691">CC.1.4.7.U 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.</p>	
			<p data-bbox="478 708 1787 792">CC.1.4.7.W 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.</p>	
			<p data-bbox="478 802 1787 857">CC.1.4.7.X 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.</p>	
			<p data-bbox="478 873 1787 928">CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	
		S&L <p data-bbox="478 945 1787 1000">CC.1.5.7.D 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.</p>		
<p data-bbox="478 1000 1787 1055">CC.1.4.7.T 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.</p>				

Suggested Days	Text		PA Core Standards Addressed	Eligible Content
Days 10-12	<i>The Giver</i> Pages <i>Focus Skills:</i> <i>Point of View</i>	Reading Literature	CC.1.3.7.A 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.	E07.A-K.1.1.2
			CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1
			CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	E07.A-K.1.1.3
			CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
		Writing	CC.1.4.7.T 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.	
			CC.1.4.7.U 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.	
			CC.1.4.7.W 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.	
			CC.1.4.7.X 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.	
			CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
		S&L	CC.1.5.7.D 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.	
CC.1.4.7.T 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.				

Suggested Days	Text		PA Core Standards Addressed	Eligible Content
Days 13-15	<i>"The Wise Old Woman"</i> <i>Focus Skills: Theme</i>	Reading Literature	CC.1.3.7.A 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.	E07.A-K.1.1.2
			CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1
			CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	E07.A-K.1.1.3
			CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
		Writing	CC.1.4.7.T 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.	
			CC.1.4.7.U 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.	
			CC.1.4.7.W 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.	
			CC.1.4.7.X 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.	
			CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
		S&L	CC.1.5.7.D 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.	
CC.1.4.7.T 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.				

Suggested Days	Text	PA Core Standards Addressed	Eligible Content
Days 16-20	<p>“Nothing to Envy: Ordinary Lives in North Korea”</p> <p><i>Online Resource:</i> <i>Blast: The Power of One</i></p> <p><i>Focus Skills:</i> <i>Informational Text Elements</i></p> <p><i>Word Meaning</i></p> <p><i>Suggested Pacing for the Extended Writing Project:</i> <i>Narrative Writing</i></p>	<i>Informational Text</i> CC.1.2.7.A 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.	E07.B-K.1.1.2
		CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.B-K.1.1.1
		CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	E07.B-K.1.1.3
		<i>Reading</i> CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3
		CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6
		<i>Writing</i> CC.1.4.7.T 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.	
		CC.1.4.7.U 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.	
		CC.1.4.7.W 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.	
		CC.1.4.7.X 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.	
		<i>S&L</i> CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.7.D 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.	

Suggested Days	Text		PA Core Standards Addressed	Eligible Content
Days 21-23	<i>Feed</i>	Reading Literature	CC.1.3.7.A 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.	E07.A-K.1.1.2
			CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1
			CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	E07.A-K.1.1.3
			CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
	<i>Online Resource: Blast: Out of My Mind</i>	Writing	CC.1.4.7.T 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.	
			CC.1.4.7.U 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.	
			CC.1.4.7.W 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.	
			CC.1.4.7.X 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.	
			CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
			CC.1.5.7.D 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.	
<i>Focus Skills: Textual Evidence</i>	S&L	CC.1.4.7.T 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.		
<i>Suggested Pacing for the Extended Writing Project: Pre-write</i>				

Suggested Days	Text	PA Core Standards Addressed	Eligible Content
Days 24-26	<p><i>The Hunger Games</i></p> <p><i>Focus Skills: Media</i></p> <p><i>Suggested Pacing for the Extended Writing Project: Blast: Audience and Purpose</i></p>	Reading Literature	CC.1.3.7.A 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. E07.A-K.1.1.2
			CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1
			CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3
			CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
		Writing	CC.1.4.7.T 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.
			CC.1.4.7.U 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.
			CC.1.4.7.W 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.
			CC.1.4.7.X 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.
			CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
		S&L	CC.1.5.7.D 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.
CC.1.4.7.T 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.			

Suggested Days	Text	PA Core Standards Addressed	Eligible Content
Days 27-31	<i>The Words We Live By: Your Annotated Guide to the Constitution</i>	Reading Informational Text CC.1.2.7.A 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.	E07.B-K.1.1.2
		Reading Informational Text CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.B-K.1.1.1
		Reading Informational Text CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	E07.B-K.1.1.3
	<u>Online Resource:</u> <i>Blast: Defining Document</i>	Reading Informational Text CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3
	<u>Focus Skills:</u> <i>Connotation and Denotation</i>	Writing CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6
	<i>Media</i>	Writing CC.1.4.7.T 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.	
	<u>Suggested Pacing for the Extended Writing Project:</u>	Writing CC.1.4.7.U 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.	
	<i>Organize Narrative Writing</i>	Writing CC.1.4.7.W 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.	
	<i>Descriptive Details</i>	Writing CC.1.4.7.X 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.	
	<i>Plan</i>	S&L CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.7.D 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.	

Suggested Days	Text	PA Core Standards Addressed	Eligible Content
Days 32-37	“I, Too, Sing America”	CC.1.3.7.A 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.	E07.A-K.1.1.2
		CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1
		CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2
	<i>Focus Skills: Poetic Structure Media Figurative Language</i>	CC.1.4.7.T 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.	
	<i>Suggested Pacing for the Extended Writing Project: Introduction/Story Beginning</i>	CC.1.4.7.U 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.	
	<i>Narrative Techniques and Sequencing</i>	CC.1.4.7.W 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.	
	<i>Conclusions/Story Endings</i>	CC.1.4.7.X 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.	
	<i>Draft</i>	CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
		CC.1.5.7.D 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.	
		CC.1.4.7.T 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.	

Suggested Days	Text	PA Core Standards Addressed	Eligible Content
Days 38-43	“Reality TV and Society”	CC.1.2.7.A 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.	E07.B-K.1.1.2
	<i>Online Resource: Blast: Big Brother is Watching</i>	CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.B-K.1.1.1
	<i>Focus Skills: Arguments and Claims</i>	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	E07.B-K.1.1.3
	<i>Author’s Purpose and Point of View</i>	CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3
	<i>Compare and Contrast</i>	CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6
	<i>Suggested Pacing for the Extended Writing Project:</i>	CC.1.4.7.T 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.	
	<i>Style</i>	CC.1.4.7.U 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.	
	<i>Revise</i>	CC.1.4.7.W 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.	
	<i>Edit, Proofread, Publish</i>	CC.1.4.7.X 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.	
		CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
	CC.1.5.7.D 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.		

The School District of Philadelphia Writing Emphasis: Informational Writing

The Extended Writing Project in the StudySync unit is Narrative Writing. While this can be used with the unit, the district's focus is informational writing. There is a great deal of informational writing included in the assignments in the unit. Informational writing can also be supported in the library under the skills tab. If you search for informational writing you will find the following Skill Lessons for 7th grade and other grades:

Informational Text Elements (7 options in the library)

Informational Text Structure (4 options in the library)

Organize Informative Writing

The following skill lessons are in the unit in the extended writing project, and could be used with your quarterly writing emphasis (informative writing):

Extended Writing Project - Pre-Write

Extended Writing Project - Plan

Extended Writing Project - Draft

Extended Writing - Revise

Extended Writing Project - Proof Read, Edit and Publish (these all on informative writing)