

Grade 7 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Description	Students launch the year developing their ability to analyze narratives about the Lost Children of Sudan. Students conduct research and develop first their informative writing skills by comparing a fictional to a historical account. Then, students develop their narrative writing skills to create their own stories about a Lost Child of Sudan and the lessons revealed through their journeys.	Students read to develop background knowledge about epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students research and develop a podcast about an epidemic that concerns them or their community, sharing the dynamic podcast complete with sound effects and music with others beyond the classroom.	Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.	Students close the year by reading about and researching plastic pollution in informational film, text, articles, and online resources. Through these texts, students explore solutions for plastic pollution at different points in the life cycle of plastic. Students write an argument essay about which point in the plastic life cycle is most effective for solving plastic pollution. Then, students develop an action plan they can enact through research, advocacy, or personal commitment. They conclude the module and year by creating a documentary film clip that conveys their argument, action plan, and conclusions about plastic pollution that they can share with their community and even the world beyond.

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Texts and Resources (central text[s] in bold) ¹	• <i>A Long Walk to Water</i>, Linda Sue Park (RL 720L; one per student) • “The Lost Boys of the Sudan,” <i>The State of the World’s Children</i> 1996. (RI; included in the module materials) • <i>God Grew Tired of Us</i>, Dir. Christopher Quinn (RI film; one per classroom) • <i>Nasreen’s Secret School: A True Story of Afghanistan</i>, Jeanette Winter (RI ebook AD630L; one per classroom) • <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>, Mary Williams (RL 610L; one per classroom) • “The ‘Lost Girls’ of Sudan,” Ishbel Matheson. <i>BBC News</i>. (RI; included in the module materials) • “One Day I Had to Run,” John Deng Langbany (RI; included in the module materials) • <i>A Long Walk to Water</i>, Brilliance Audio (RL audiobook; one per classroom) • “The Need,” <i>Water for South Sudan</i> (RI; included in the module materials)	• <i>Patient Zero</i>, Marilee Peters (RI 1010L; one per student) • “Kindness Contagion,” Jamil Zaki. <i>Scientific American</i>. (RI; included in the module materials) • “Social Contagion: Conflicting Ideas,” <i>The Economist Magazine</i> (RI; included in the module materials) • “Are Social Epidemics Real?” EL Education (RI 960L; included in the module materials) • “Disease Detective,” Marylou Tousignant. <i>National Geographic Extreme Explorer</i>. (RI; included in the module materials)	• <i>One Last Word: Wisdom from the Harlem Renaissance</i>, Nikki Grimes (RL NP; one per student) • “Harlem Renaissance Packet,” EL Education (RI 940L–1070L; one per student) • <i>Shuffle Along</i>, Flournoy Miller and Aubrey Lyles (RL drama; one per student) • <i>Shuffle Along</i>, Eubie Blake (RL CD; one per classroom) • “National Hymn (Lift Every Voice and Sing),” James Johnson Weldon (RL poetry; one per student) • “I Shall Return,” Claude McKay (RL poetry; one per student) • “His Motto,” Lottie Burrell Dixon. <i>The Upward Path</i>. (RL 970L; one per student) • “The Boy and the Bayonet,” Paul Laurence Dunbar. <i>The Upward Path</i>. (RL 1110L; one per student)	• <i>Trash Vortex</i>, Danielle Smith-Liera (RI 1120L; one per student) • <i>A Plastic Ocean</i>, Craig Leeson (RI film; one per classroom) • “Five Weird Materials That Could Replace Plastic,” Jessica Hullinger. <i>The Week</i>. (RI 1010L; included in the module materials) • “Five Things You Can Do to End Plastic Pollution,” Anjali Acharya. <i>World Bank</i>. (RI 1240L; included in the module materials) • “Boyan Slat: The Great Pacific Garbage Patch Kid,” Pat Betteley. <i>Faces Magazine</i>. (RI 1070L; included in the module materials)
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925L–1185L			
Performance Task	Product: Illustrated Ebook: Lost Boys and Girls of Sudan Format: Illustrated ebook CCSS: RI.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10, L.7.6	Product: A Podcast of an Epidemic Format: Podcast CCSS: W.7.6, SL.7.4, SL.7.5, L.7.1	Product: Harlem Renaissance Museum Collection Format: Museum collection presentation CCSS: RL.7.2, RL.7.4, RL.7.5, W.7.1, W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3	Product: Plastic Pollution Documentary Clip Format: Digital video clip CCSS: W.7.1, W.7.3, W.7.6, SL.7.4, SL.7.5, SL.7.6, L.7.1

¹ Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	Title: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6 Format: Selected and constructed response CCSS: RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.4, L.7.6	Title: Analyze Structure: <i>Patient Zero</i>, Pages 41–44 Format: Selected and constructed response CCSS: RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6	Title: Compare and Contrast Versions of “Lift Every Voice and Sing” Format: Selected and constructed response CCSS: RL.7.1, RL.7.4, RL.7.7, RL.7.10, L.7.5a, L.7.6	Title: Analyze Techniques and Argument in a Video Format: Selected and constructed response CCSS: RI.7.7, SL.7.2, SL.7.3
End of Unit 1	Title: Part I: Analyze Development of Theme: <i>A Long Walk to Water</i>, Chapter 9 Format: Selected and constructed response CCSS: RL.7.1, RL.7.2, RL.7.10 Title: Part II: Text-Based Discussion: Themes: <i>A Long Walk to Water</i> Format: Text-based discussion CCSS: RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c	Title: Analyze Individuals, Events, and Ideas: <i>Patient Zero</i>, Chapter 4 Format: Selected and constructed response CCSS: RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6	Title: Analyze Structure, Language, and Theme: “I Shall Return” Format: Selected and constructed response CCSS: RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, L.7.5c, L.7.6	Title: Analyze Author’s Point of View and Purpose: <i>Trash Vortex</i> Format: Selected and constructed response CCSS: RI.7.1, RI.7.2, RI.7.6, RI.7.10, L.7.4a
Mid-Unit 2	Title: Research to Answer a Question Format: Selected and constructed response CCSS: RI.7.1, RI.7.2, W.7.7, W.7.8, SL.7.2	Title: Part I: Read and Analyze Argument: “Are Social Epidemics Real?” Format: Note-catcher CCSS: RI.7.1, RI.7.8, RI.7.10, L.7.6 Title: Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” Format: Text-based discussion CCSS: RI.7.1, SL.7.1, L.7.6	Title: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III Format: Selected response CCSS: RL.7.1, RL.7.3, RL.7.6, RL.7.10, L.7.4a	Title: Analyze How Authors Present Evidence Differently Format: Selected response CCSS: RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10, L.7.4a, L.7.5b

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	Module 1	Module 2	Module 3	Module 4
End of Unit 2	Title: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” Format: Informative essay CCSS: RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, W.7.10	Title: Part I: Write an Informative Essay: Social and Medical Epidemics Format: Informative essay CCSS: RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, L.7.6 Title: Part II: Tuning Protocol and Revision Format: Revisions CCSS: W.7.5	Title: Part I: Write a Literary Argument Essay Format: Literary argument essay CCSS: W.7.1, W.7.6, W.7.9a, W.7.10 Title: Part II: Revise and Edit Format: Revisions CCSS: W.7.5, L.7.1a, L.7.1b	Title: Part I: Write an Argument Essay Format: Argument essay CCSS: W.7.1, W.7.5, W.7.6, W.7.9b, W.7.10 Title: Part II: Revise an Argument Essay Format: Revisions CCSS: W.7.5, L.7.1c, L.7.2 Title: Part III: Modify Phrases and Coordinate Adjectives (optional) Format: Selected and constructed response CCSS: L.7.1c, L.7.2
Mid-Unit 3	Title: Compare Audio to Text: <i>A Long Walk to Water</i> , Chapter 1 Format: Selected and constructed response CCSS: RL.7.1, RL.7.7	Title: Research to Answer a Question Format: Selected and constructed response; online research and note-taking CCSS: RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, L.7.6	Title: Analyze Structure, Language, and Theme: “The Sculptor” Format: Selected and constructed response CCSS: RL.7.2, RL.7.4, RL.7.5, L.7.4a	Title: Revise and Edit Documentary Script Format: Revisions CCSS: W.7.5
End of Unit 3	Title: Write a Narrative about a Lost Boy or Girl of Sudan Format: Narrative children’s book CCSS: W.7.3, W.7.4, W.7.6, W.7.10	Title: Present Podcast Script Format: Presentation CCSS: SL.7.4, SL.7.6, L.7.3, L.7.6	Title: Present Museum Exhibit Format: Presentation CCSS: SL.7.4, SL.7.5, SL.7.6	Title: Documentary Pitch Format: Presentation CCSS: SL.7.4, SL.7.5, SL.7.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
 - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 “parent” standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.
 - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.	✓		✓	
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.	✓		✓	
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓		✓	
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.	✓		✓	
RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning			✓	
RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓		✓	
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).	✓		✓	
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.	✓			
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.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.	✓	✓		✓
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.	✓	✓		✓
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).		✓		
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.		✓		✓
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.		✓		
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.				✓
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).				✓
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.		✓		
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.				✓
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.		✓		✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.7.1: Write arguments to support claims with clear reasons and relevant evidence.			✓	✓
W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			✓	✓
W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			✓	✓
W.7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			✓	✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.7.1d: Establish and maintain a formal style.			✓	✓
W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.			✓	✓
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.7.2a: 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.	✓	✓		
W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓		
W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		
W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓		
W.7.2e: Establish and maintain a formal style.	✓	✓		
W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		
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.7.3a: 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.	✓			
W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓			
W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓			
W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			
W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓			
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.)	✓	✓		

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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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)		✓	✓	✓
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.	✓	✓	✓	✓
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.	✓	✓		
W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓			
W.7.9a: Apply <i>grade 7 Reading standards</i> 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").	✓		✓	
W.7.9b: Apply <i>grade 7 Reading standards</i> 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").	✓			✓
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.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.7.1a: 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.	✓	✓		
SL.7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓		
SL.7.1c: 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.	✓	✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.		✓		
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.	✓			✓
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.				✓
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.		✓	✓	✓
SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			✓	✓
SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		✓	✓	✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓		
L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.			✓	
L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			✓	
L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*				✓
L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓		✓
L.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).				✓
L.7.2b: Spell correctly.				✓
L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓		
L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		✓		

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L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓		
L.7.4a: 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.	✓	✓	✓	✓
L.7.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	✓	✓		
L.7.4c: 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.	✓	✓		
L.7.4d: 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).	✓	✓		
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			✓	
L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				✓
L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).			✓	
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.	✓	✓	✓	