

# COMMON CORE

State Standards

## DECONSTRUCTED for CLASSROOM IMPACT

**SEVENTH** GRADE

**ENGLISH LANGUAGE ARTS**

LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE & TECHNICAL SUBJECTS



855.809.7018 | [www.commoncoreinstitute.com](http://www.commoncoreinstitute.com)



## Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; the North Carolina Department of Public Instruction, the Delaware Department of Education; and numerous Literacy experts across the country.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

## Understanding the Organization

The Overview includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the domain—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the domain as a sort of header as the content will reflect standards-focused information within that domain. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent domain.

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What follows the **Domain and Domain Text** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this domain and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular domain (i.e., Reading Literature). Think of this an overarching guiding concept.

**Academic Vocabulary** supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets of Know: Concepts/Skills, Think, and Do, and Key Strategies**.

The **Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. The **Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets of Know: Concepts/Skills, Think, and Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As your refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language domains for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

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## Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades

6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grade 7 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

## Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.





## **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. they tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. they are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

## **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. they evaluate other points of view critically and constructively. through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.



**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
LITERATURE  
(RL)**

**SEVENTH** GRADE  
**ENGLISH LANGUAGE ARTS**

## College and Career Readiness Anchor Standards for Reading

The grade 7 standards on the following pages define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the texts they read.

Students need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.

At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading.

Seventh grade students take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author's theme over time within a text.

Seventh grade students read the text closely so as to analyze the impact specific story elements have on the text.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

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## ANCHOR READING STANDARD RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### ESSENTIAL QUESTION(S)

How can I provide proof of what I have learned from different kinds of text?

### LEARNING PROGRESSIONS

**6th Grade**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**7th Grade**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**8th Grade**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### DOK Range Target for Instruction & Assessment

☒ 1

☒ 2

☒ 3

☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify inferences from a text.  
Identify explicit information from a text.  
Recognize credible resources/  
sources.

Explicitly analyze what a text says.  
Formulate inferences from textual  
material.  
Cite resources that support analysis.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

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## ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

7.RL.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### ESSENTIAL QUESTION(S)

How can I use the theme to determine what the work says about the subject of the text?

### LEARNING PROGRESSIONS

#### 6th Grade

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### 7th Grade

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.

#### 8th Grade

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Recognize theme and central idea.  
Identify supporting details.

Determine a theme or central idea.  
Analyze theme or central idea  
development over the course of a  
text.

Write/provide an objective  
summary.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

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## ANCHOR READING STANDARD RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
ESSENTIAL QUESTION(S)	How do the story elements interact with one another in the text?		
LEARNING PROGRESSIONS	6th Grade	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	7th Grade	how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
	8th Grade	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Describe elements of a story or drama.  Identify interactions between elements.  Identify changes in elements of the story or drama.  Analyze how elements of a story or drama interact.	Analyze how a change in one element shapes another.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylee Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.



## ANCHOR READING STANDARDS

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade strengthen their ability to understand the meaning of an author's words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues.

Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s).

Students also observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text.

Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.

Structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element.

Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill.

Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

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## ANCHOR READING STANDARD RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.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.

### ESSENTIAL QUESTION(S)

- How does the author's use of specific types of figurative language and connotation affect the meaning of the text?
- How rhyming and alliteration impact tone and mood of the text?

### LEARNING PROGRESSIONS

#### 6th Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

#### 7th Grade

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.

#### 8th Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify figurative words and phrases.  
Identify connotative words and phrases.  
Identify rhymes and repetitions of sounds, including alliteration in a verse or stanza.  
Identify rhymes and repetitions of sounds, including alliteration in a story or drama.  
Define analysis.

Interpret figurative meanings.  
Interpret connotative meanings.  
Analyze the impact of rhymes and repetitions sounds in a stanza or poem.  
Analyze the impact of rhymes and repetitions sounds in a story or drama.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

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## ANCHOR READING STANDARD RL.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

### ESSENTIAL QUESTION(S)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- How does the text structure of a poem or drama impact meaning of the text?

### LEARNING PROGRESSIONS

#### 6th Grade

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### 7th Grade

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

#### 8th Grade

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify the poetic elements contributing to form/structure.  
Identify the form/structure of various types of poetry and drama.  
Explain the meaning of a poem.

Analyze the structure of a drama or poem.  
Analyze the meaning of a drama or poem.  
Analyze the relationship between the poem/drama's form and structure.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers'Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.6

Assess how point of view or purpose shapes the content and style of a text.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		
ESSENTIAL QUESTION(S)	How can contrasting point of view between characters influence how the story is told?		
LEARNING PROGRESSIONS	6th Grade	Explain how an author develops the point of view of the narrator or speaker in a text.	
	7th Grade	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
	8th Grade	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify authors' strategies used to contrast points of view of different characters or narrator.	Cite details or example where the author develops the point of view of various characters or narrators.  Compare/contrast points of view of different characters or narrators.  Analyze how the author develops points of view of different characters or the narrators.  Analyze how the author contrasts different points of view in a single text.	

### KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

## ANCHOR READING STANDARDS

### Integration of Knowledge and Ideas

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

*\* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

#### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique.

Seventh grade students notice the similarities and differences between historical fiction and a factual text. Students may read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.7

**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***

*\* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.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).

### ESSENTIAL QUESTION(S)

How do multimedia techniques of various mediums change a story, drama, or poem?

### LEARNING PROGRESSIONS

#### 6th Grade

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

#### 7th Grade

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).

#### 8th Grade

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify various mediums.  
Recognize multimedia versions, film and stage.

Analyze the effects of various medium techniques on written text - stories, dramas, and poems.  
Analyze the effects of various medium techniques on audio, film, stage, and multimedia.  
Determine the similarities of text to media.  
Determine the differences of text to media.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RL.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.8 (Not applicable to literature)



## ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.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.

### ESSENTIAL QUESTION(S)

How does the author portray a fictional character in a real historical account?

### LEARNING PROGRESSIONS

#### 6th Grade

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) on their approaches to similar themes and topics.

#### 7th Grade

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.

#### 8th Grade

Analyze how a modern work of fiction draws on the themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify a time, place, or character in an historical account.  
Identify a time, place, or character in a fictional work.

Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARDS

### Key Ideas and Details

**RL.10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students should encounter appropriately complex texts at the grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

LITERATURE

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RL.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.

### ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of literary texts?

### LEARNING PROGRESSIONS

#### 6th Grade

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.

#### 7th Grade

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.

#### 8th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify/understand key ideas and details.  
Identify/understand craft and structure.  
Identify/understand integration of knowledge and ideas.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge and ideas.

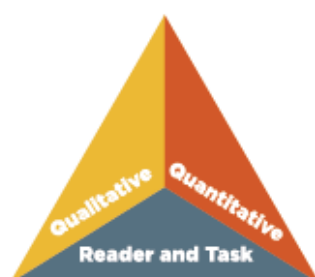
## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

## Standard 10: Range, Quality, and Complexity of Student Reading 6-12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience





**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
INFORMATIONAL TEXT  
(RI)**

**SEVENTH** GRADE

**ENGLISH LANGUAGE ARTS**

## College and Career Readiness Anchor Standards for Reading Information

The grade 7 standards on the following pages define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*



## ANCHOR READING STANDARDS

### Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.

At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text and they observe how the details and examples work together to uphold the central idea.

Students in seventh grade should be able to summarize what they have read, free from their own opinions and bias.

Students in seventh grade need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### ESSENTIAL QUESTION(S)

How can I provide proof of what I have learned from different kinds of text?

### LEARNING PROGRESSIONS

**6th Grade**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**7th Grade**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**8th Grade**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify inferences from a text.  
Identify explicit information from a text.  
Recognize credible resources/sources.

Analyze several pieces of a text to determine what it explicitly says.  
Formulate inferences from textual material.  
Cite resources that support analysis of text.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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.

### ESSENTIAL QUESTION(S)

How can I summarize a collection of main ideas of the text based on details provided by the author?

### LEARNING PROGRESSIONS

#### 6th Grade

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### 7th Grade

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.

#### 8th Grade

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify two or more central ideas.  
Identify supporting details.

Analyze theme or central idea  
development over the course of a text.  
Analyze the development of two or  
more central ideas.  
Provide an objective summary of the  
text

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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).

### ESSENTIAL QUESTION(S)

How can the interactions between individuals and events influence the outcome of the text?

### LEARNING PROGRESSIONS

**6th Grade**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**7th Grade**

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).

**8th Grade**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through examples or anecdotes).

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Describe elements of a story or drama.

Identify interactions between elements.

Identify changes in elements of the story or drama.

Analyze how a change in one element shapes another.

Analyze how elements of a story or drama interact.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

## ANCHOR READING STANDARDS

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.

At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text and they observe how the details and examples work together to uphold the central idea.

Students in seventh grade should be able to summarize what they have read, free from their own opinions and bias.

Students in seventh grade need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>How can I learn the meaning of words and phrases in the text?</li><li>How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</li><li>How word meaning impact tone and mood of the text?</li></ul>		
LEARNING PROGRESSIONS	6th Grade	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
	7th Grade	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.	
	8th Grade	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify figurative, connotative, and technical words and phrases.  Identify tone in text.	Determine the meaning of figurative, connotative, and technical words/phrases.  Analyze how meaning and tone are impacted by specific word choice.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

### ESSENTIAL QUESTION(S)

How does the organization of the text contribute to the overall development of the ideas?

### LEARNING PROGRESSIONS

#### 6th Grade

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### 7th Grade

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### 8th Grade

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Determine how major sections of text contribute to or develop the main idea.  
  
Determine text structure author uses to organize text.

Analyze how sentences contribute to, or develop the main idea.  
  
Analyze how paragraphs contribute to, or develop the main idea.  
  
Analyze how a chapter/section contributes to, or develops the main idea.

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.



# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.6 Assess how point of view or purpose shapes the content and style of a text.

### ESSENTIAL QUESTION(S)

How is the author's point of view the same as or different from others?

### LEARNING PROGRESSIONS

#### 6th Grade

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### 7th Grade

Assess how point of view or purpose shapes the content and style of a text.

#### 8th Grade

Determine an author's point of view or purpose in a text and analyze how an author acknowledges and respond to conflicting evidence or viewpoints.

### DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Determine an author's point of view or purpose in a text and analyze how an author acknowledges and respond to conflicting evidence or viewpoints.

Identify details or examples for developing the point of view or purpose.

Explain how the author conveys his/her point of view.

Make a distinction between the author's point of view and those of others mentioned or implied.

Contrast how the author distinguishes his/her position from that of others.

Support your analysis with textual examples.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.



## ANCHOR READING STANDARDS

### Key Ideas and Details

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

\* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade build an understanding of how content differs depending on the medium in which it is presented. In order to do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another way, via a live viewing. Seventh graders will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text.

Seventh grade students understand that arguments need to be supported with evidence. They read the text closely in order to determine which textual segments most strongly support to the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to sort the evidence. They may wonder: Is the evidence relevant and strong or pointless and weak? Has the author provided enough evidence to support their claim?

Students in seventh grade become more familiar with how information can take several shapes. They investigate how one topic may be presented in different ways. While reading two or more texts on the same topic, students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. To begin thinking this way themselves, students may need teacher modeling through think-aloud to point out how the authors' use of the same information differs.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.7

**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***

*\* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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).

### ESSENTIAL QUESTION(S)

How is listening or viewing information the same or different from reading the text?

### LEARNING PROGRESSIONS

**6th Grade**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**7th Grade**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**8th Grade**

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Describe similarities and differences between various media portrayals of subjects.  
  
Analyze how the audio, video, or multimedia version of various text portrays the subject.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#). Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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.

### ESSENTIAL QUESTION(S)

How does the author's claims used in the text affect the outcome of an argument?

### LEARNING PROGRESSIONS

#### 6th Grade

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 7th Grade

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.

#### 8th Grade

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Define relevant evidence.  
Define sufficient evidence.  
Define sound reasoning.  
Identify the argument and claims in a text.

Trace the argument and specific claims.  
Assess the relevance of evidence for specific claims.  
Assess the sufficiency of evidence for specific claims.  
Assess the soundness of the reasoning.  
Evaluate the argument and specific claims.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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.

### ESSENTIAL QUESTION(S)

How can several authors present key information on the same topic?

### LEARNING PROGRESSIONS

#### 6th Grade

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### 7th Grade

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.

#### 8th Grade

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify key information by different authors emphasizing different evidence.

Identify key information by different authors advancing different interpretations of facts.

Analyze how texts by different authors shape their ideas by emphasizing different evidence.

Analyze how texts by different authors shape their ideas by advancing different interpretations of facts.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARDS

### Key Ideas and Details

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.

Students should encounter appropriately complex texts at the grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

## INFORMATIONAL TEXT

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.RI.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.

### ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of informational texts?

### LEARNING PROGRESSIONS

#### 6th Grade

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.

#### 7th Grade

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.

#### 8th Grade

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify/understand key ideas and details.  
Identify/understand craft and structure.  
Identify/understand integration of knowledge and ideas.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge and ideas.

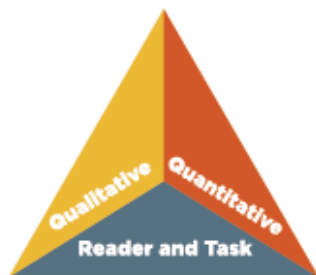
## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## Standard 10: Range, Quality, and Complexity of Student Reading 6-12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and . . .	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience



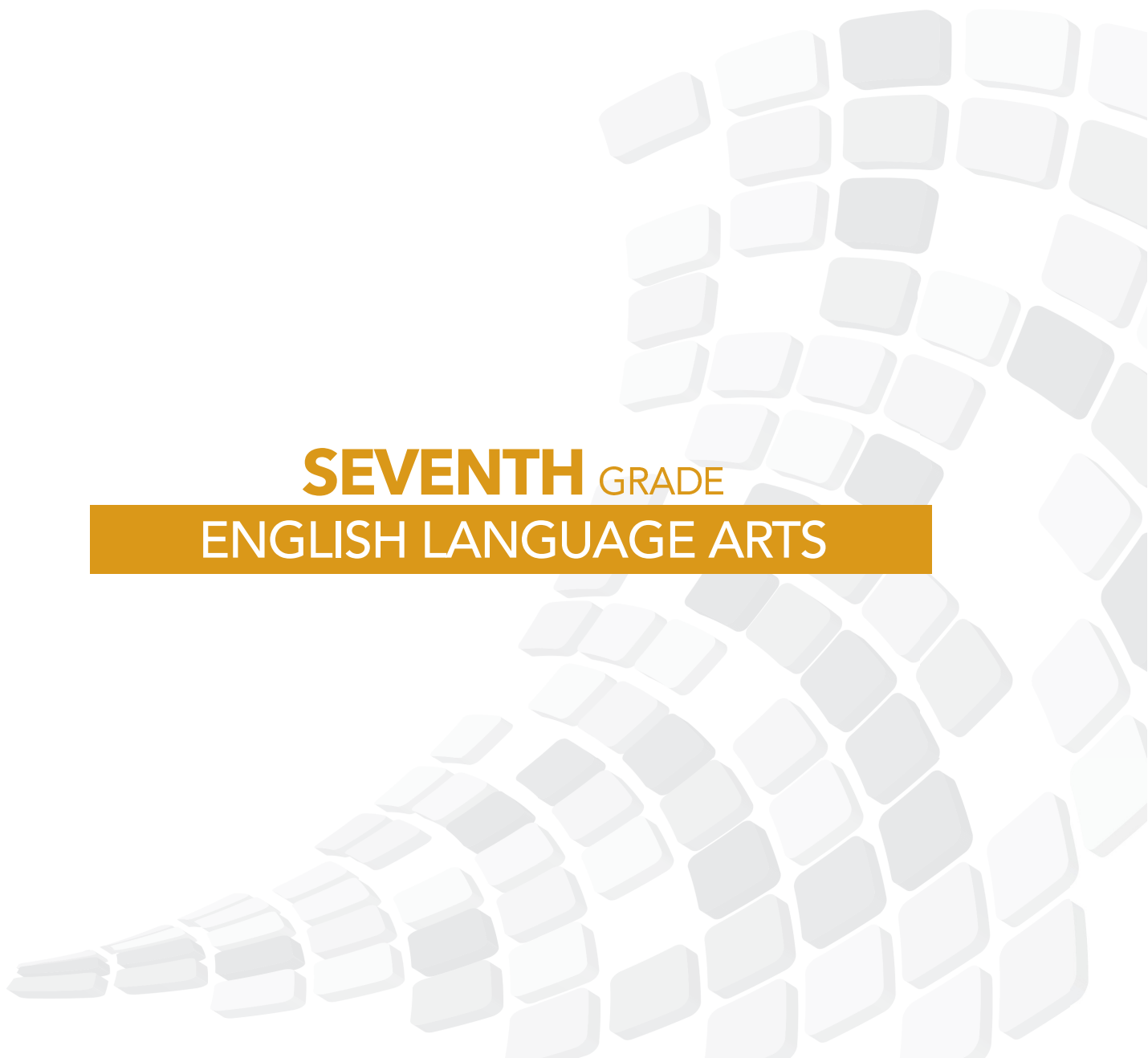


**LITERACY DOMAIN: WRITING**

# **WRITING ANCHOR STANDARDS (W)**

**SEVENTH** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Writing

The grade 7 standards on the following pages define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 tasks, purposes, and audiences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

## ANCHOR WRITING STANDARDS

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

\* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students write arguments that are supported by several pieces of relevant evidence. At this level, students are developing the ability to combine pieces of evidence to demonstrate the validity of their claim. They learn to present their belief to the intended audience by introducing their claim (with alternate and opposing ideas) and ending their piece with a concluding statement or section. They also learn to connect their ideas in a logical way. In order to do so, students will need strategies for finding relevant evidence to defend the judgments and interpretations they make about the texts they read. They will also need to spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year.

Seventh grade students also write informative/explanatory and narrative texts. They are developing strategies that focus on how to clearly introduce a topic with a preview of information to follow, and how to create cohesion of relationships among ideas and concepts throughout their writing. Students also need to be able to develop a controlling idea and a coherent focus on a topic. At this level, students are becoming more skilled at selecting and incorporating relevant examples, facts, and details into their writing.

WRITING

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.1

Write arguments to support claims with clear reasons and relevant evidence.

#### ESSENTIAL QUESTION(S)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

#### LEARNING PROGRESSIONS

6th Grade

Write arguments to support claims with clear reasons and relevant evidence.

7th Grade

Write arguments to support claims with clear reasons and relevant evidence.

8th Grade

Write arguments to support claims with clear reasons and relevant evidence.

#### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

#### Substandard Deconstruction

7.W.1a Introduce claim(s) and organize the reasons and evidence clearly.

#### LEARNING PROGRESSIONS

6th Grade

Introduce claim(s) and organize the reasons and evidence clearly.

7th Grade

Introduce claim(s), acknowledge alternative or opposing claims, and organize reasons and evidence logically.

8th Grade

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

#### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify and define alternate and opposing claims.

Organize reasons and evidence logically.

# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	7.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
LEARNING PROGRESSIONS	6th Grade	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
	7th Grade	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
	8th Grade	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify accurate, credible sources.	Determine how to introduce claims and acknowledge alternate or opposing claims.  Determine logical and relevant support for claims.  Evaluate sources for credibility and accuracy.  Evaluate relevance of the evidence.  Understand the topic or text.	Produce an argument which introduces claims and acknowledges opposing or alternate claims.  Produce an argument to support claims, which is logically organized.  Produce an argument to support claims, which supports claims with logical reasoning and relevant evidence.  Produce an argument to support claims, which cites credible and accurate sources.

WRITING

Substandard Deconstruction	7.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
LEARNING PROGRESSIONS	6th Grade	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
	7th Grade	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
	8th Grade	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize phrases and clauses that create cohesion and clarify relationships.  Identify and define relevance, evidence, argument, and cohesion.	Create cohesion and clarify relationships.	Produce an argument to support claims, which uses words, phrases, and clauses to create cohesion and clarify relationships.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.W.1d Establish and maintain a formal style.		
LEARNING PROGRESSIONS	6th Grade	Establish and maintain a formal style.	
	7th Grade	Establish and maintain a formal style.	
	8th Grade	Establish and maintain a formal style.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and define formal style.	Establish and maintain a formal style.	Produce an argument to support claims, which establishes and maintains a formal style.

Substandard Deconstruction	7.W.1e Provide a concluding statement or section that follows from and supports the argument presented.		
LEARNING PROGRESSIONS	6th Grade	Provide a concluding statement or section that follows from the argument presented..	
	7th Grade	Provide a concluding statement or section that follows from and supports the argument presented.	
	8th Grade	Provide a concluding statement or section that follows from and supports the argument presented.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Plan a concluding statement following the argument.	Produce an argument to support claims, which provides an appropriate concluding statement that follows from and supports the argument presented.

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### ESSENTIAL QUESTION(S)

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

### LEARNING PROGRESSIONS

<b>6th Grade</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>7th Grade</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>8th Grade</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Substandard Deconstruction

7.W.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.

### LEARNING PROGRESSIONS

<b>6th Grade</b>	Introduce a topic; 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.
<b>7th Grade</b>	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.
<b>8th Grade</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify a topic.  
Identify and recognize definition, classification, comparison/contrast, cause/effect, and text features (graphics, charts, tables, multimedia).

Determine which strategy is most effective to further develop a topic including definitions, classifications, comparison/contrast, and cause/effect.  
Determine when to include graphics or multimedia.  
Determine how to organize ideas, concepts, and information.

Write informative/explanatory texts to examine a topic, convey ideas, or explain concepts and information.  
Write with organization.  
Organize ideas, concepts, and information using definitions, classifications, comparison/contrast, and cause/effect.  
Use formatting, graphics, and multimedia to aid comprehension.



# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
LEARNING PROGRESSIONS	6th Grade	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
	7th Grade	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
	8th Grade	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Select appropriate facts, definitions, concrete details, quotations and examples.		Write with analysis of relevant content.  Introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, and examples.

Substandard Deconstruction	7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
LEARNING PROGRESSIONS	6th Grade	Use appropriate transitions to clarify the relationships	
	7th Grade	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
	8th Grade	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize and select appropriate transitions to create cohesion and clarify relationships.	Select transitions that clarify relationships.  Select appropriate transitions to create cohesion and clarify relationships.	Use transitions to clarify the relationships between ideas and concepts.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.		
LEARNING PROGRESSIONS	6th Grade	Not Applicable	
	7th Grade	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	8th Grade	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify domain specific vocabulary and precise vocabulary.	Determine precise language and domain-specific vocabulary.	Use precise language and domain-specific vocabulary to inform or explain.

Substandard Deconstruction	7.W.2e Establish and maintain a formal style.		
LEARNING PROGRESSIONS	6th Grade	Not Applicable	
	7th Grade	Establish and maintain a formal style.	
	8th Grade	Establish and maintain a formal style.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize formal style.	Establish and maintain a formal style.	Establish and maintain a formal style.

# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
LEARNING PROGRESSIONS	6th Grade	Not Applicable	
	7th Grade	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	8th Grade	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented.  Determine a supportive concluding statement.	Provide a concluding statement or section that follows from the information or explanation presented.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### ESSENTIAL QUESTION(S)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

### LEARNING PROGRESSIONS

6th Grade

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

7th Grade

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

8th Grade

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

### Substandard Deconstruction

7.W.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.

### LEARNING PROGRESSIONS

6th Grade

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

7th Grade

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

8th Grade

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

### DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify various points of view in a narrative.

Use techniques to engage the reader and establish context.

Write a narrative that engages the reader.  
  
Write a narrative that establishes a context and point of view.

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	7.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
LEARNING PROGRESSIONS	6th Grade	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
	7th Grade	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
	8th Grade	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Compare/contrast relevant and irrelevant details in developing experiences, events, and characters.  Use dialogue, pacing, and description to develop events and characters.	Write a narrative that uses dialogue, pacing, and description to develop experiences, events, characters.

Substandard Deconstruction	7.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
LEARNING PROGRESSIONS	6th Grade	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
	7th Grade	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
	8th Grade	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use a variety of transitions to move events along and to signal shifts.	Write a narrative that uses a variety of transitions to convey sequence and signal shifts.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
LEARNING PROGRESSIONS	6th Grade	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
	7th Grade	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
	8th Grade	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify how authors use precise words/phrases, descriptions, and sensory details to help readers visualize or sense action.	Use precise, descriptive, and sensory language to capture the action and to develop experiences and events.	Write a narrative that uses appropriate precise, descriptive sensory language.

Substandard Deconstruction	7.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.		
LEARNING PROGRESSIONS	6th Grade	Provide a conclusion that follows from the narrated experiences of events.	
	7th Grade	Provide a conclusion that follows from the narrated experiences of events.	
	8th Grade	Provide a conclusion that follows from the narrated experiences of events.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Develop conclusions that reflect on the events.	Write a narrative that leads to a reflective conclusion.

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

## ANCHOR WRITING STANDARDS

### Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
6. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade write in a manner that demonstrates clarity of thinking and organization. At this level, students are learning to approach a piece by determining the nature of the task, its purpose and intended audience. Students must be able to precisely determine about what it is they are writing. They must also be able to determine the reason for writing.

Seventh grade students need to engage in behaviors that strengthen their writing.

They must learn how to accept guidance, support and constructive criticism from both peers and adults when planning, revising, editing or rewriting a composition. For example, students may peer-edit based upon a list of constructive commentary provided by the teacher and be instructed to focus on purpose and audience. With guidance and support, students learn how to provide useful feedback to their peers with the necessary scaffolding from adults. In essence, peers may search for particular elements to comment on within the piece, such as organization and/or clarity.

Students in seventh grade use technology as a tool with which to create and share work. At this level, students are developing the ability to search for online articles and electronic journals in order to learn and conduct research on a given topic. Students will learn to gather and sort information from multiple online sources to weave the information into their own writing. They will practice giving credit to the authors' ideas by learning how to cite sources accurately and in proper format. This practice will enable students to feel as though their writing is worthy of publication on a literary website or website of their own creation. When publishing their work, students might also link to the cited information allowing readers to gain background as to how the author developed the piece.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint



# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.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.)		
ESSENTIAL QUESTION(S)	Why do I write?		
LEARNING PROGRESSIONS	6th Grade	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.)	
	7th Grade	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.)	
	8th Grade	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.)	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Analyze the reason for writing to inform task, purpose, and audience.  Determine suitable idea development strategies, organization, and style.	Produce writing with clear and coherent idea development.  Produce writing with clear and coherent organization.  Produce writing with clear and coherent style.

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.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.)

### ESSENTIAL QUESTION(S)

How does the writing process make me a better writer?

### LEARNING PROGRESSIONS

**6th Grade**

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. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 7.)

**7th Grade**

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.)

**8th Grade**

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 8.)

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite and try a new approach.

With some guidance and support from peers and adults, know how to edit for conventions.

With some guidance and support from peers and adults, recognize how to focus on audience and purpose.

With some guidance and support from peers and adults, develop and strengthen writing by planning, revision, editing, and rewriting.

With guidance and support from peers and adults, develop and strengthen writing by trying a new approach.

With guidance and support from peers and adults, determine how well the focus of the purpose has been addressed.

With some guidance and support from peers and adults, determine how well the focus of audience has been addressed.

WRITING

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.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.

#### ESSENTIAL QUESTION(S)

How can technology be used as a tool to write, publish, and/or collaborate?

#### LEARNING PROGRESSIONS

##### 6th Grade

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

##### 7th Grade

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.

##### 8th Grade

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify publishing and collaborative options that use technology.  
Explain how to cite sources.  
Explain how to create hyperlinks.  
Explain how to create hyperlinks.

Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience.  
Determine the best technology options for communicating and collaborating with others for an intended purpose.

Use technology (Internet) to produce, revise, edit, and publish writing.  
Use technology to link to and cite sources.  
Use technology to interact and collaborate with others.

## WRITING

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

## ANCHOR WRITING STANDARDS

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students will engage in short research projects to answer a self-selected or teacher-assigned question. Students will search for informational sources in an effort to answer their question. The information they gather should inspire an array of (or further) questions surrounding the main one. This will prompt students to continue their quest for answers/information, and provide a focus for their research.

Students in seventh grade gather information from a variety of sources in both print (reference texts) and digital (online websites) formats. Students are developing the ability to search for sources quickly and effectively, using an appropriate term(s) to guide them toward the information they seek. They also learn how to verify the information provided by the source in order to determine its validity and accuracy. For example, students may do this work by comparing 2-3 historical accounts and distinguishing the facts that remain consistent from those that do not. Students need instruction on when to discredit websites that do not seem reliable.

Seventh grade students must learn to incorporate information from a source and weave it into their own writing, citing properly and in correct format to avoid plagiarism. In essence, the students' writing and the incorporated information should flow, allowing readers to see how one connects to the other. Seventh grade students need to be able to draw evidence from literary or informational texts to support their writing.

They will develop the ability to break apart and reflect upon textual evidence. The thoughts and reflections derived from the text's evidence may spark a students' interest springboard from which they may conduct research. Conducting research enables students to expand their thinking and grow their ideas. Teachers may refer to the reading standards for literature and literary non-fiction for tasks already familiar to students.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### ESSENTIAL QUESTION(S)

How can I learn more about a topic by completing a research project?

### LEARNING PROGRESSIONS

**6th Grade**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**7th Grade**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**8th Grade**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Use reliable sources of information.

Select appropriate sources to answer a question.

Determine relevant and irrelevant information from sources in order to answer a question.

Determine relevant and irrelevant information from sources in order to answer a question.

Conduct steps for research to answer a question.

Generate additional related, focused questions for further research and investigation.

Implement appropriate inquiry methods to conduct a short research project.



## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.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.

### ESSENTIAL QUESTION(S)

- How can I recall and organize information accurately?
- How can I collect and organize information accurately?
- Why is it important for me to know how to summarize and paraphrase others' work?
- How can I quote a source without plagiarizing?

### LEARNING PROGRESSIONS

#### 6th Grade

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### 7th Grade

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.

#### 8th Grade

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.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Use effective search terms.  
Recognize standard formats for citations.  
Recognize credibility and accuracy.

Follow standard citation format.  
Assess the credibility and accuracy of each source.  
Quote or paraphrase the data and conclusions of others, avoiding plagiarism.

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### ESSENTIAL QUESTION(S)

How can I use evidence to support my purpose?

#### LEARNING PROGRESSIONS

**6th Grade**

Draw evidence from informational texts to support analysis, reflection, and research.

**7th Grade**

Draw evidence from informational texts to support analysis, reflection, and research.

**8th Grade**

Draw evidence from informational texts to support analysis, reflection, and research.

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☒ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify key ideas and details to support conclusions through research.

Cite textual evidence to analyze explicit text.

Draw evidence from key ideas and details as support for research.

Analyze key ideas and details as evidence of understanding text.

Reflect on key ideas and details as evidence of understanding text.

Draw upon key ideas and details as support for research.

# ENGLISH LANGUAGE ARTS

Substandard Deconstruction		7.W.9a 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”).		
LEARNING PROGRESSIONS	6th Grade	Apply grade 6 Reading standards to literature (e.g., “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”).		
	7th Grade	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”).		
	8th Grade	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the bible including describing how the material is rendered new”).		
DOK Range Target for Instruction & Assessment		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:		Know: Concepts/Skills	Think	Do
Students should be able to:		Identify key ideas and details to support conclusions through research.  Cite textual evidence to analyze explicit text.	Draw evidence from key ideas and details as support for research.  Analyze key ideas and details as evidence of understanding text.  Reflect on key ideas and details as evidence of understanding text.  Draw upon key ideas and details as support for research.	

Substandard Deconstruction		7.W.9b 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”).		
LEARNING PROGRESSIONS	6th Grade	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).		
	7th Grade	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”).		
	8th Grade	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate 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”).		
DOK Range Target for Instruction & Assessment		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:		Know: Concepts/Skills	Think	Do
Students should be able to:		Identify key ideas and details to support conclusions through research.  Cite textual evidence to analyze explicit text.	Draw evidence from key ideas and details as support for research.  Analyze key ideas and details as evidence of understanding text.  Reflect on key ideas and details as evidence of understanding text.  Draw upon key ideas and details as support for research.	

## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARDS

### Range of Writing

**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 tasks, purposes, and audiences.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade need to write widely and often. They may spend a day or two on a specific writing task or devote several weeks to a more complex writing assignment. For example, students may be given a writing assignment to better understand the concept of 'audience'. Students may be asked to write a composition addressing a particular audience on day one. On day two, they may be asked to write the same composition but to address an entirely different audience. They may also spend several weeks on a more complex writing assignment that spans the collection of data, reflection upon new material, writing, and revising.

A teacher may give students a week to conduct research, another week to write, and the final week, to spend revising. Being exposed to shorter, task-driven writing assignments in conjunction with longer, more complex assignments on a routine basis will develop students' writing abilities.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

## WRITING

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR WRITING STANDARD W.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 tasks, purposes, and audiences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.W.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.

### ESSENTIAL QUESTION(S)

- Why is it important to write regularly?
- Why is it important to adopt the routine of research, reflection, and revision?
- Why is it important to write for different reasons and different audiences?

### LEARNING PROGRESSIONS

**6th Grade**

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.

**7th Grade**

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.

**8th Grade**

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.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☒ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify audience, topic, and purpose.  
Identify appropriate organizational structure for various writing.

Determine when to write for short or extended time frames based on audience, purpose, or task.  
Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience.

Write for various audiences, purposes, or tasks for shortened time frames.  
Write for various audiences, purposes, or tasks for extended time frames.



## KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
  1. Brainstorming
  2. Collaboration for peer reviewing
  3. Writing persuasive essays
- Direct Instruction Process
  1. Develop background knowledge
  2. Describe the strategy
  3. Model it
  4. Memorize it
  5. Support it
  6. Use it independently
- Guided Writing
  1. Concept introduction
  2. Teacher demonstration
  3. Shared writing
  4. Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



**LITERACY DOMAIN:**

**SPEAKING AND  
LISTENING ANCHOR  
STANDARDS  
(SL)**

**SEVENTH** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Speaking and Listening

The grade 7 standards on the following pages define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## ANCHOR SPEAKING & LISTENING STANDARD

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade will band together in groups in an effort to collaborate and 'bounce ideas' off one another in order to build on others' ideas and bring their own thinking to light. To show mastery, students might participate in partnerships, book clubs, Socratic seminars, philosophical chairs, or teacher led class discussions. These structures require students to prepare for discussions/debates by becoming familiar with the topic, text, or issue. Students then come together, under the guidelines of a specific structure, and probe for deeper meanings beneath the topic, text, or issue. They should take responsibility for the groups' work by monitoring their progress, asking and answering pointed questions that require participants to explain their responses, and finally they should reflect on and re-evaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others' ideas, and progress monitoring.

Students in seventh grade evaluate a speaker's argument to distinguish between solid, supportive evidence and weaker details that do not support the claim. One way to approach this is through analyzing debates. As students listen to a debate, they must observe and follow claims, facts, and evidence presented as support to the speaker's argument. They may take notes and use them to determine how tightly woven is the argument to its supporting evidence. Does the evidence actually support the argument? Is there enough evidence to support the claim? As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having the original studies explained.

### BIG IDEA

A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, Inference, Informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary, sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR SPEAKING & LISTENING STANDARD SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### ESSENTIAL QUESTION(S)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

### LEARNING PROGRESSIONS

6th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

7th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

8th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### Substandard Deconstruction

7.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### LEARNING PROGRESSIONS

6th Grade

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

7th Grade

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

8th Grade

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

Know: Concepts/Skills

Think

Do

### Students should be able to:

Reflect on discussion topics using evidence.  
Evaluate new information posed and form personal opinion.  
Formulate comments, questions, and responses based on evidence.

# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	7.SL.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
LEARNING PROGRESSIONS	6th Grade	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
	7th Grade	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
	8th Grade	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas from reading material or research. Describe components of a collegial discussion and planning.	Track progress toward specific goals and deadlines, defining individual roles as needed.	Demonstrate collegial rules during discussion.

Substandard Deconstruction	7.SL.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.		
LEARNING PROGRESSIONS	6th Grade	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
	7th Grade	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.	
	8th Grade	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize key ideas and new information during discussions.		Pose relevant questions that elicit elaboration.  Respond to questions and comments with relevant details, bringing discussion back on topic as needed.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.		
LEARNING PROGRESSIONS	6th Grade	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
	7th Grade	Acknowledge new information expressed by others and, when warranted, modify their own views.	
	8th Grade	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas from reading material. Recognize multiple perspectives and opposing viewpoints.	Paraphrase and reflect on multiple perspectives posed in discussions.	

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARD SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.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.		
ESSENTIAL QUESTION(S)	How do I determine what is important in diverse media formats to understand a topic?		
LEARNING PROGRESSIONS	6th Grade	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
	7th Grade	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.	
	8th Grade	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats.	Visually, quantitatively, and orally analyze the main ideas and supporting details presented in diverse media and formats.	Explain how the ideas clarify the topic, text, and issue studied.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR SPEAKING & LISTENING STANDARD SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### ESSENTIAL QUESTION(S)

How do I determine which claims are valid when listening to a speaker?

#### LEARNING PROGRESSIONS

**6th Grade**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**7th Grade**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**8th Grade**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☒ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims.

Delineate a speaker's argument and specific claims.

Evaluate the soundness of the speaker's reasoning.

Evaluate the relevance and sufficiency of the speaker's evidence.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme , stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR SPEAKING & LISTENING STANDARDS

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade will build arguments in order to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic. When students present their claims or findings, they should use practices that engage their audience, emphasizing important points with different pitch or volume, and elaborating on a point about which listeners may need more explanation to understand.

When giving presentations, seventh grade students use multimedia and visual displays to enhance their work. To do this, students must be familiar with various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props). Students must find meaningful ways to include these tools in their presentations. Students may break down their presentations to identify where to incorporate multimedia and visual displays as well as implement specific video clips to enhance audience interest and learning.

Students use these tools to help make their claims and findings clear and to emphasize important points for their audience.

Students in seventh grade become more familiar with the way their own speech sounds. They observe when it is appropriate to use informal language versus formal English. Students need to recognize and consider to whom they are presenting (audience) and consider if the topic and language style correspond appropriately. Students need to reflect on their use of language and revise as needed.

### BIG IDEA

A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARD SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### ESSENTIAL QUESTION(S)

How does the way I organize my presentation affect how my audience hears and understands the message?

### LEARNING PROGRESSIONS

#### 6th Grade

Present claims and finding, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

#### 7th Grade

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.

#### 8th Grade

Present claims and finding, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify claims/findings and salient points.

Identify appropriate eye contact, adequate volume, and clear pronunciation.

Determine salient points and pertinent descriptions, facts, details, and examples.

Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner.

Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner.

Emphasize salient points.

Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples.

Demonstrate appropriate eye contact, adequate volume, and clear pronunciation.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARD SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

#### ESSENTIAL QUESTION(S)

How do I decide the best place(s) in a presentation to use multimedia or visual displays to emphasize points?

#### LEARNING PROGRESSIONS

**6th Grade**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.

**7th Grade**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.

**8th Grade**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Recognize claims, findings, and salient points.

Determine what multimedia components/visual display options best clarify information.

Use multimedia components/visual displays in a presentation to clarify claims and findings.  
  
Use multimedia components/visual displays in a presentation to emphasize salient points.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARD SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>• Why do I need to think about the audience and purpose each time I speak?</li><li>• How do I decide when to use formal or informal English when speaking?</li></ul>		
LEARNING PROGRESSIONS	6th Grade	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
	7th Grade	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.)	
	8th Grade	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Describe formal and informal settings.</p> <p>Describe qualities of formal and informal speech.</p>	<p>Determine if formal or informal speech is appropriate in the context of a given situation.</p>	<p>Adapt speech to a given context or task when speaking.</p> <p>Demonstrate correct use of formal English when speaking.</p>

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.





**LITERACY DOMAIN: LANGUAGE**

# **LANGUAGE ANCHOR STANDARDS (L)**

**SEVENTH** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Ready Language Anchor Standards

The grade 7 standards on the following pages define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## ANCHOR LANGUAGE STANDARDS

### Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

An understanding of language is essential for effective communication. The inclusion of language standards in their own domain should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Seventh grade students show understanding of how grammatical inventions and usage effectively communicate meaning to the reader or listener. They may explain the purpose of phrases or clauses in a given sentence, select and use the appropriate type of sentence (simple, compound, complex, compound-complex) to express a thought, or insert phrases or clauses into a sentence in a way that is grammatically correct. To develop understanding of this standard, students may manipulate sentences from a piece of their own writing, repositioning phrases or clauses to determine which placement best expresses their thoughts.

Students in seventh grade know the use of standard conventions is part of communicating effectively. They need regular modeling of appropriate capitalization, punctuation, and spelling as well as time to practice with these conventions in their own writing. Practice may occur through grammatical mini-lessons or editing conferences. As students learn to use new conventions appropriately, they are held accountable for them in writing assignments.

### BIG IDEA

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR LISTENING STANDARD L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

#### LEARNING PROGRESSIONS

6th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

#### Substandard Deconstruction

7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.

#### LEARNING PROGRESSIONS

6th Grade

Ensure that pronouns are in the proper case (subjective, objective, possessive).

7th Grade

Explain the function of phrases and clauses in general and their function in specific sentences.

8th Grade

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Recognize phrases and clauses.

Explain the function of phrases and clauses in general and in specific sentences.

Choose phrases and clauses correctly when speaking.

#### Substandard Deconstruction

7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

#### LEARNING PROGRESSIONS

6th Grade

Use intensive pronouns (e.g., myself, ourselves).

7th Grade

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

8th Grade

Form and use verbs in the active and passive voice.

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify compound-complex sentences.

Choose the best type of sentence for signaling relationships among ideas.

Select and combine sentences to show relationships between/ among ideas.



# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		
LEARNING PROGRESSIONS	6th Grade	Recognize and correct inappropriate shifts in pronoun number and person. *	
	7th Grade	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
	8th Grade	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify misplaced and dangling modifiers.		

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR LANGUAGE STANDARD L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ESSENTIAL QUESTION(S)	Why is it important for me to know and follow the rules of standard English mechanics for writing?		
LEARNING PROGRESSIONS	6th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	7th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	8th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		

Substandard Deconstruction	7.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
LEARNING PROGRESSIONS	6th Grade	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
	7th Grade	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	
	8th Grade	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		

Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct capitalization and punctuation. Use a comma to separate coordinate adjectives. Know that coordinate adjectives describe the same word or term.		

# ENGLISH LANGUAGE ARTS

Substandard Deconstruction	7.L.2b Spell correctly.		
LEARNING PROGRESSIONS	6th Grade	Spell correctly.	
	7th Grade	Spell correctly.	
	8th Grade	Spell correctly.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct spelling.		Recall and apply spelling rules.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR LANGUAGE STANDARDS

### Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Seventh grade students know that language is used to convey ideas. They use language that clearly expresses these ideas, avoiding excessive words and repetition. To practice this, students may audio-record themselves giving a speech and assess it for conciseness. Or, students may edit a written piece of work by identifying overused words or phrases.

### BIG IDEA

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**7.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### ESSENTIAL QUESTION(S)

How can I convey my ideas effectively through word choice and punctuation?

#### LEARNING PROGRESSIONS

<b>6th Grade</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>7th Grade</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>8th Grade</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Substandard Deconstruction

7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### LEARNING PROGRESSIONS

<b>6th Grade</b>	a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.
<b>7th Grade</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>8th Grade</b>	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty; or describing a state contrary to fact).

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Recognize language conventions for writing, speaking, reading, and listening.  
Recognize precise and concise language.

Apply language knowledge when writing, reading, and listening.  
Apply knowledge of language conventions when writing, reading, and listening.  
Use precise and concise language to eliminate wordiness and redundancy when writing.

Use knowledge of language when speaking.  
Use knowledge of language when speaking.  
Use precise and concise language to eliminate wordiness and redundancy when speaking.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

## ANCHOR STANDARDS

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in seventh grade use their familiarity with language and its structure as a tool to aid their comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.

To be successful, seventh grade students will effectively understand and apply conversational, academic, and domain specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing. Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include the "breaking down" of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Finally, domain specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students will need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.

### BIG IDEA

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### ACADEMIC VOCABULARY

analogy, anecdote, assumption/assume, clarify, clause (adverb, introductory, etc.), compile, contract, convention, culture, documentary, exposition (literary), expository writing, expression (emphasis, stress, etc. in oral language), fluency, imagery, inconsistency, infinitive, interpretation, literary elements (irony, mood, foreshadowing, flashback, tone, symbolism), parallel structure, projection, prose, revision, sentence structure, stereotype, strategy, types of poetry, viewpoint

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## ANCHOR LANGUAGE STANDARD L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.L.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.

#### ESSENTIAL QUESTION(S)

How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

#### LEARNING PROGRESSIONS

6th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

7th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

8th Grade

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.

#### Substandard Deconstruction

7.L.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.

#### LEARNING PROGRESSIONS

6th Grade

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.

7th Grade

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.

8th Grade

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.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☐ 2    ☐ 3    ☐ 4

#### Instructional Targets:

Know: Concepts/Skills

Think

Do

#### Students should be able to:

Choose from a range of vocabulary strategies to determine a word's meaning.



# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	7.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
LEARNING PROGRESSIONS	6th Grade	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
	7th Grade	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
	8th Grade	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
<b>Instructional Targets:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify grade appropriate roots and affixes.  Recognize strategies for finding meanings of unknown words.	Determine/clarify the meaning of words using Greek and Latin affixes and roots.	

Substandard Deconstruction	7.L.4c Consult 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.		
LEARNING PROGRESSIONS	6th Grade	Consult 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.	
	7th Grade	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.	
	8th Grade	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.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:			Use print and digital reference materials to find pronunciation.  Use print and digital reference materials to determine or clarify precise meaning.  Use print and digital reference materials to identify meaning, a word's part of speech.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.L.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).		
LEARNING PROGRESSIONS	6th Grade	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).	
	7th Grade	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).	
	8th Grade	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).	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:		Determine/clarify the meaning of words using context clues.  Verify preliminary determination of a word’s meaning by checking the inferred meaning in context or in a dictionary.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ESSENTIAL QUESTION(S)

How do I show I know how to use words accurately and effectively?

#### LEARNING PROGRESSIONS

##### 6th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### 7th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### 8th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### Substandard Deconstruction

7.L.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

#### LEARNING PROGRESSIONS

##### 6th Grade

Interpret figures of speech (e.g., personification) in context.

##### 7th Grade

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

##### 8th Grade

Interpret figures of speech (e.g., verbal irony, puns) in context.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Interpret figurative language.

Interpret figurative language.

#### Substandard Deconstruction

7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words.

#### LEARNING PROGRESSIONS

##### 6th Grade

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

##### 7th Grade

Use the relationship between particular words (e.g., synonym/antonym, analogy to better understand each of the words.

##### 8th Grade

Use the relationship between particular words to better understand each of the words.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

#### Instructional Targets:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Know the different types of relationships of words.

Analyze the relationship between particular words.

# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

Substandard Deconstruction	7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
LEARNING PROGRESSIONS	6th Grade	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
	7th Grade	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	
	8th Grade	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Instructional Targets:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize the meaning of the terms connotation (associations) and denotation (definitions).	Distinguish among the connotations of words with similar denotations.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

7.L.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.

### ESSENTIAL QUESTION(S)

- What strategies will I use to learn and use words that are specific to the things I study?
- How can technology be used as a writing resource tool?

### LEARNING PROGRESSIONS

#### 6th Grade

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.

#### 7th Grade

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.

#### 8th Grade

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.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Instructional Targets:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify general academic and domain-specific words and phrases.

Identify general academic and domain-specific words and phrases.

Apply vocabulary knowledge when considering words important to comprehension of expression.

Select appropriate resources to aid in gathering vocabulary knowledge.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

### Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.



# SEVENTH GRADE

LEXILE GRADE LEVEL BAND: 970L TO 1120L

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

\* Subsumed by L.7.3a

\* Subsumed by L.9–10.1a

\* Subsumed by L.11–12.3a





# APPENDIX A

A decorative background featuring a stylized globe composed of numerous 3D cubes. The cubes are arranged in a grid-like pattern that curves around the globe, creating a sense of depth and perspective. The cubes are in various shades of gray, with some appearing lighter and others darker, giving them a three-dimensional appearance. The globe is positioned in the lower right quadrant of the page, with its base extending towards the bottom left.

## **SEVENTH** GRADE ENGLISH LANGUAGE ARTS

## Appendix A

### Writing

Definitions of the standards' three text types.

*The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.*

#### Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

#### **“Argument” and “Persuasion”**

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

#### Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### **Narrative Writing**

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

#### ***Creative Writing beyond Narrative***

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

### **Texts that Blend Types**

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.



# COMMON CORE

State Standards



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