**READING FOR LITERATURE (RL)**

**KEY IDEAS AND DETAILS**

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| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | | | | |
| **7.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | | | | | |
| * 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 |  |  |  |  |  |  |
| **CRAFT AND STRUCTURE** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **7.RL.5** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.** | | | | | | |
| **7.RL.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | | | | | | |
| **Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*** | | | | | | |
| **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). | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **7.RL.8** (Not applicable to literature) | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | | |
| **Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |

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| **READING FOR INFORMATIONAL TEXT (RI)**  **KEY IDEAS AND DETAILS** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| * **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | | | | |
| * **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. | | | | | | |
| * 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 |  |  |  |  |  |  |
| * Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | | | |
| * **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). | | | | | | |
| * 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. |  |  |  |  |  |  |
| **CRAFT AND STRUCTURE** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| * **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| * **7.RI.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas | | | | | | |
| * 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. |  |  |  |  |  |  |
| * **Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.** | | | | | | |
| * **7.RI.6** Assess how point of view or purpose shapes the content and style of a text. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **INTEGRATION OF KNOWLEDGE OF IDEAS** | | | | | | |
| **Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*** | | | | | | |
| **7.RI.7** Compare and constrast 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). | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| * **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY** | | | | | | |
| * **Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.** | | | | | | |
| **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 | | | | | | |
| * 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. |  |  |  |  |  |  |

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| **WRITING (W)**  **TEXT TYPES AND PURPOSES\*** | | | | | | |
| **Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | | | | | | |
| **7.W.1.** Write arguments to support claims with clear reasons and relevant evidence. | | | | | | |
| **W.1.a** Introduce claim(s) and organize the reasons and evidence clearly. | | | | | | |
| * Identify and define alternate and opposing claims. |  |  |  |  |  |  |
| * Organize reasons and evidence logically. |  |  |  |  |  |  |
| **W.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | | | | |
| * 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 |  |  |  |  |  |  |
| **W.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | | | | | | |
| * 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 |  |  |  |  |  |  |
| **W.1.d** Establish and maintain a formal style. | | | | | | |
| * Identify and define formal style. |  |  |  |  |  |  |
| * Establish and maintain a formal style. |  |  |  |  |  |  |
| * Produce an argument to support claims, which establishes and maintains a formal style. |  |  |  |  |  |  |
| **W.1.e** Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| **W.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.2.e** Establish and Maintain a formal style. | | | | | | |
| * Recognize formal style. |  |  |  |  |  |  |
| * Establish and maintain a formal style. (DOK 3) |  |  |  |  |  |  |
| * Establish and maintain a formal style. (DOK 4) |  |  |  |  |  |  |
| **W.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | | | | |
| **7.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | | | |
| **W.3.a** 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. | | | | | | |
| * 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 |  |  |  |  |  |  |
| **W.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **W.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | | | |
| * Develop conclusion that reflect on the events. |  |  |  |  |  |  |
| * Write a narrative that leads to a reflective conclusion. |  |  |  |  |  |  |
| **PRODUCTION AND DISTRIBUTION OF WRITING** | | | | | | |
| **Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | | | | |
| **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 writing types are defined in standards 1-3) | | | | | | |
| * 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. |  |  |  |  |  |  |
| * **Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | | | | |
| **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.) | | | | | | |
| * 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 purpose has been addressed. |  |  |  |  |  |  |
| * With some guidance and support from peers and adults, determine how well the focus of audience has been addressed. |  |  |  |  |  |  |
| * **Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others** | | | | | | |
| **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 | | | | | | |
| * Identify publishing and collaborative options that use technology. |  |  |  |  |  |  |
| * Explain how to cite sources. |  |  |  |  |  |  |
| * 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 to interact and collaborate with others. |  |  |  |  |  |  |
| **RESEARCH TO BUILD AND PRESENT KNOWLEDGE** | | | | | | |
| **Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | | | | | | |
| **7.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | | | | |
| * 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. |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | | | | |
| **7.W.9 (a-b)** Draw evidence from literacy or informational texts to support analysis, reflection, and research. | | | | | | |
| **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 historical account of the same period as a means of understanding how authors of fiction use or alter history”). | | | | | | |
| * 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 |  |  |  |  |  |  |
| **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”). | | | | | | |
| * 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. |  |  |  |  |  |  |
| **RANGE OF WRITING** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **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 tasks, purposes, and audiences. | | | | | | |
| * 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. |  |  |  |  |  |  |

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| **SPEAKING LISTENING (SL)**  **COMPREHENSION AND COLLABORATION** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **7.SL.1 (a-d)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on 5 topics and text building on others’ ideas and expressing their own clearly. | | | | | | |
| **SL.1.a** 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. | | | | | | |
| * Reflect on discussion topic using evidence. |  |  |  |  |  |  |
| * Evaluate new information posed and form personal opinion. |  |  |  |  |  |  |
| * Formulate comments, questions, and responses based on evidence. |  |  |  |  |  |  |
| **SL.1b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | | | | | | |
| * Identify key ideas from reading materials 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. |  |  |  |  |  |  |
| **SL.1.c** Pose questions that elicit elaboration and respond to others’questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **SL.1.d** Acknowledge new information expressed by others and, when warranted, modify their own views. | | | | | | |
| * Identify key ideas from reading material. |  |  |  |  |  |  |
| * Recognize multiple perspectives and opposing viewpoints. |  |  |  |  |  |  |
| * Paraphrase and reflect on multiple perspectives posed in discussions. |  |  |  |  |  |  |
| **Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | | | | |
| **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. | | | | | | |
| * Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats. |  |  |  |  |  |  |
| * Visually, quantitatively, and supporting details presented in diverse media and formats. |  |  |  |  |  |  |
| * Explain how the ideas clarify the topic, text, and issue studied. |  |  |  |  |  |  |
| * **Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | | | | |
| **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. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **PRESENTATION OF KNOWLEDGE AND IDEAS** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **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. | | | | | | |
| * 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 in a focused, coherent manner. |  |  |  |  |  |  |
| * Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner (DOK 2). |  |  |  |  |  |  |
| * Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner (DOK 3). |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| **Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | | | | | | |
| **7.SL.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | | | | | |
| * 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/visuals displays in a presentation to emphasize salient points. |  |  |  |  |  |  |
| **Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | | | | |
| * **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.) | | | | | | |
| * Describe formal and informal settings. |  |  |  |  |  |  |
| * Describe qualities of formal and informal speech. |  |  |  |  |  |  |
| * Determine if formal or informal speech is appropriate in the context of a given situation. |  |  |  |  |  |  |
| * Adapt speech to a given context or task when speaking. |  |  |  |  |  |  |
| * Demonstrate correct use of formal English when speaking. |  |  |  |  |  |  |

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| **LANGUAGE (L)**  **CONVENTIONS OF STANDARD ENGLISH** | | | | | | |
| * **Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | | | | |
| **7.L.1 (a-c)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | |
| **L.1.a** Explain the function of phrases and clauses in general and their function in specific sentences. | | | | | | |
| * Recognize phrases and clauses. |  |  |  |  |  |  |
| * Explain the function of phrases and clauses in general and in specific sentences. |  |  |  |  |  |  |
| * Choose phrases and clauses correctly when speaking. |  |  |  |  |  |  |
| **L.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | | | | | |
| * 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. |  |  |  |  |  |  |
| **L.1c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | |
| * Identify misplaced and dangling modifiers |  |  |  |  |  |  |
| * **Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | | | | |
| **7.L.2(a-b)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | |
| **L.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive / parenthetical elements. | | | | | | |
| * Apply correct capitalization and punctuation. |  |  |  |  |  |  |
| * Use a comma to separate coordinate adjectives. |  |  |  |  |  |  |
| * Know that coordinate adjectives describe the same word or term. |  |  |  |  |  |  |
| **L.2b** Spell Correctly | | | | | | |
| * Apply correct spelling. |  |  |  |  |  |  |
| * Recall and apply spelling rules. |  |  |  |  |  |  |
| **KNOWLEDGE OF LANGUAGE** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| **7.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | |
| **L.3.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | |
| * 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 (DOK2). |  |  |  |  |  |  |
| * Use knowledge of language when speaking. |  |  |  |  |  |  |
| * Use precise and concise language to eliminate wordiness and redundancy when speaking (DOK3). |  |  |  |  |  |  |
| **VOCABULARY ACQUISITION AND USE** | | | | | | |
| **Anchor Standard 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.** | | | | | | |
| * **7.L.4** **(a-d)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | | | | | | |
| **L.4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | | | | | | |
| * Choose from a range of vocabulary strategies to determine a word’s meaning. |  |  |  |  |  |  |
| **L.4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | | | | | | |
| * 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. |  |  |  |  |  |  |
| **L.4.c** 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 parts of speech. |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| **L.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g.by checking the inferred meaning in context or in a dictionary). | | | | | | |
| * 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. |  |  |  |  |  |  |
| * **Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | | | | | | |
| **7.L.5 (a-c)** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | |
| **L.5.a** Interpret figurative language, (e.g. literary, biblical, and mythological allusions) in context. | | | | | | |
| * Interpret figurative language (DOK 1). |  |  |  |  |  |  |
| * Interpret figurative language (DOK 2). |  |  |  |  |  |  |
| * Interpret figurative language (DOK 3). |  |  |  |  |  |  |
| **L.5.b** Use the relationship between particular words (e.g., synonyms, antonyms, analogy) to better understand each of the words. | | | | | | |
| * Know the different types of relationship of words. |  |  |  |  |  |  |
| * Analyze the relationship between particular words. |  |  |  |  |  |  |
| **L.5.c** Distinguish among the connotations(association) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, condescending) | | | | | | |
| * Recognize the meaning of the terms connotation (association) and denotation (definitions). |  |  |  |  |  |  |
| * Distinguish among the connotations of words with similar denotations. |  |  |  |  |  |  |
| **Anchor Standard 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.** | | | | | | |
| * **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. | | | | | | |
| * Identify general academic and domain-specific words and phrases (DOK 1). |  |  |  |  |  |  |
| * Identify general academic and domain-specific words and phrases (DOK 2). |  |  |  |  |  |  |
| * Apply vocabulary knowledge when considering words important to comprehension or expression. |  |  |  |  |  |  |
| * Select appropriate resources to aid in gathering vocabulary knowledge. |  |  |  |  |  |  |