



*Mississippi College and Career Readiness Standards for  
English Language Arts Scaffolding Document*

***Seventh Grade***

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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**

#### **RL.7.1**

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

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to focus closely and critically on content in a literary text.
- How to form a comprehensive understanding or analysis of what they are reading and for selecting key evidence for use in writing or speaking.
- How to cite evidence from the text in the form of specific details or examples to support an analysis of what the text says explicitly.
- How to cite evidence from the text in the form of specific details or examples to support an analysis of inferences drawn from the text.
- How to refer directly to details and examples in a text and/or quote accurately from a text when explaining what happens in the text.
- How to refer directly to details and examples in a text and/or quote accurately from a text when drawing inferences from a text.
- What it means to draw inferences from a text.

##### **A student should understand (Conceptual Understanding)**

- Authors purposely include specific details and/or examples in literary texts and/or omit specific details and/or examples from literary texts to prompt students to ask and answer questions about the text.
- Details and examples authors provide in a literary text reveal meaning.
- Authors state information explicitly in a text to allow students to make a direct connection and/or implicitly to require students to draw inferences from a text.
- Authors provide evidence to support an analysis of what the text says explicitly and/or to support an analysis of inferences drawn from the text.

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze, and annotate a literary text to comprehend what the author says explicitly and to discover the levels of meaning embedded deeply within complex literary texts.
- Conduct self-checks to ensure comprehension of a literary text, persevere through difficult sections, examine unfamiliar words or phrases and attempt to uncover the meaning of unknown words.

When writing and speaking:

- Provide citations of several pieces of textual evidence to support analysis of what the text says explicitly
- Provide citations of several pieces of textual evidence to support analysis of inferences drawn from the text

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- How to ask and answer questions to demonstrate understanding of key details in a text.
- How to an appropriate standard format for giving credit to the authors they are citing, such as those from the Modern Language Association (MLA) or the American Psychological Association (APA).

### KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

cite, textual evidence, support, analysis, explicit, implicit, inference, infer, quote, accurately, details, examples

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**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

#### **RL.7.2**

**Determine a theme or central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- A central idea of a literary work is what the text is mostly about in its entirety and/or in various sentences, paragraphs or sections.
- A theme is an element of a literary work that conveys a widespread and enduring message about life or human nature; readers often apply themes found in literary works to their own lives.
- A literary work often contains multiple themes.
- A literary work often contains both major themes and minor themes.
- A major theme is a message that a writer usually repeats in a literary work; whereas, a minor theme is a message that appears only briefly in a literary work and concedes to other, often more prominent, themes.
- A theme of a literary work may be stated explicitly or may be

##### **A student should understand (Conceptual Understanding)**

- Authors may include one or more than one central idea in a complex literary work.
- Authors develop a central idea through word choice, characterization, plot figurative language, stylistic devices, and other literary devices over the course of the text and/or in specific sections of a text.
- Authors may include one or more than one theme in a complex literary work.
- Authors develop a theme through word choice, characters, plot and other literary devices over the course of the text and/or in specific sections of a text.
- Authors present themes both implicitly and explicitly, often depending on the genre of the literary work.
- Authors utilize elements of plot, figurative language, stylistic devices, and other literary

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze, and annotate a literary text for evidence of central idea, theme, and summarizing of main points.
- Determine a theme of a literary text or section of a text.
- Provide an analysis of how the author develops a theme through characterization, plot, word choice, figurative language, stylistic devices, and/or other literary devices over the course of a text and/or in specific sections of a text.
- Determine a central idea of a literary text and/or specific sections of a literary text.
- Provide an analysis of how the author conveys a central idea through details about the people, topic, plot, word choice, figurative language, stylistic devices, and/or other literary devices over the course of a text

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	<p>implied, requiring students to draw inferences to determine a theme.</p> <ul style="list-style-type: none"> <li>• Determining a theme by drawing inferences requires students to attend closely to word choice, characterization, plot, figurative language, stylistic devices and other literary devices presented by the author.</li> <li>• Themes are often revealed by how the characters respond to challenges or by how the speaker in a poem reflects upon a topic.</li> <li>• Themes are present in novels, short stories, dramas, poems, fables, folktales, and myths.</li> <li>• The way authors express themes may vary according to the genre of literature.</li> <li>• Fables, folktales, and myths communicate central messages, lessons, and/or morals as themes.</li> <li>• The subject of a literary text and a theme of a literary text, although related, are two different concepts: the subject of the text is a topic (e. g. war), while the theme of the text communicates the author's</li> </ul>	<p>devices to assist students in determining the theme or themes from a literary work.</p> <ul style="list-style-type: none"> <li>• Determining a theme or themes requires students to read closely and/or draw inferences.</li> <li>• Determining a theme or themes from a literary work often assists the reader in understanding part or all of the author's purpose for writing.</li> <li>• Authors express their own ideas about life through their writings.</li> <li>• An accurate summary contains only information presented in the text and not personal opinions or judgments.</li> <li>• An effective summary of a literary text is written chronologically, includes the central idea or theme of a text, and refers to the elements of the plot.</li> </ul>	<p>and/or in specific sections of a text.</p> <ul style="list-style-type: none"> <li>• Provide an accurate summary of a literary work that is written chronologically, includes the central idea or theme, and refers to the elements of the plot.</li> </ul>
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	<p>message about the topic (e.g., War is a plague for humanity).</p> <ul style="list-style-type: none"> <li>• A summary is a compilation of the main events in a literary text. It is chronologically structured, includes the central idea or theme, and refers to the main story elements.</li> <li>• A summary should be free from personal opinions or judgments.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          theme, major theme, minor theme, central idea, analyze, analysis, convey, details, particular details, word choice, characterization, plot, figurative language, literary devices, stylistic devices, summary, summarize, objective, fact, opinion, personal opinion, judgment, inference, literary genres, author's purpose, read closely, annotate, evidence</p>			

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**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

#### **RL.7.3**

**Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to describe how a plot unfolds.
- How to describe how characters respond to challenges over the course of a text.
- How to describe how characters change over the course of a text.
- Characters in a literary text interact through dialogue and actions.
- How to compare and contrast two or more characters, settings, or events, citing specific details from a literary text.
- How to describe in detail a character, setting, or event, citing specific evidence from a literary text.
- How to describe characters and explain how the characters' traits,

##### **A student should understand (Conceptual Understanding)**

- Authors develop elements of a story or drama to interact together.
- Elements of a story include the characters, setting, exposition, rising action, conflict, climax, turning point, falling action, and solution/resolution.
- Elements of a drama include casts of characters, settings, descriptions, dialogue, and stage directions.
- Authors develop a character through direct and/or indirect characterization through description of a character's appearance, dialogue, thoughts, actions, reactions, interactions, and behaviors.
- Authors often develop characters using general literary archetypes.

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze, and annotate a story for evidence of how the characters, setting, and/or plot of a literary text interact.
- Closely read, analyze and annotate a drama for evidence of how the characters, setting, and/or plot of a literary text interact.
- Provide an analysis of how two or more story elements interact.
- Provide an analysis of how characters' actions, dialogue, thoughts, motivations, and relationships shape the plot.
- Provide an analysis of how the setting influences and shapes the plot.
- Provide an analysis of how the setting influences and shapes the characters.

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	<p>motivations, or feelings contribute to the events in the story.</p> <ul style="list-style-type: none"> <li>How to describe how characters respond to major events and challenges using key details from a literary text.</li> <li>How to explain how key events advance the plot of a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>All the elements of a literary text shape the plot.</li> <li>A literary text sometimes contains both a theme and a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an analysis of how actions and events in the plot influence and shape characters.</li> <li>Provide an analysis of plot structure and development (e.g., conflict and resolution, rising and falling action, subplots) and determine how events advance the plot, explain previous events, and foreshadow later events.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> analyze, analysis, story, drama, how characters respond, how characters change, interact, interactions, story elements, setting, plot structure, exposition, rising action, conflict, climax, turning point, falling action, solution, resolution, characterization, archetypes, drama elements, unfold, episodes, events, foreshadow</p>			



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**CCR.R.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.**

#### **RL.7.4**

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

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Specific word choice helps to achieve particular effects in a text and feelings in the reader.
- Figurative language helps to achieve particular effects in a text and in the reader.
- Connotation refers to a reader's emotion or association connected with a word.
- Personification is a figure of speech in which a thing, idea, or animal is given human qualities.
- How to use context clue to determine what a word means in a given context.
- Tone is the author's attitude toward the audience, the subject, or the character. Tone is conveyed through the author's words and details.
- Mood is the emotions the reader feels while reading a text. Mood is created by the author's word choice, imagery, dialogue, setting, and plot.

##### **A student should understand (Conceptual Understanding)**

- Students understand what a word means in a given context, focusing on what the author is trying to do with the language.
- Students understand that authors purposely choose words possessing strong, weak, positive, negative, or neutral connotations to achieve particular effects in a text and in the reader.
- Students understand that authors purposely use figurative language to achieve particular effects in a section of a text.
- Students understand that connotation refers to a reader's emotion or association connected with a word.

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze and annotate a text for evidence of the meanings of words and phrases as they are used in a text.
- Closely read, analyze and annotate a text for evidence of the impact of rhymes and other repetitions of sounds on sections of a poem, story or drama.
- Determine the meaning of words and phrases based on context.
- Determine the figurative meaning of particular words and phrases based on context.
- Determine the connotative meaning of particular words and phrases based on context.

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	<ul style="list-style-type: none"> <li>• Readers determine tone and mood of a text clues presented in the context.</li> <li>• Tone or mood may change throughout a text. In effect, a text can have more than one tone or mood.</li> <li>• Authors often use figurative language to assist in developing the tone or mood of a text.</li> <li>• Figurative language uses words in some way other than their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way.</li> <li>• A metaphor compares two unlike things to illuminate a particular quality or aspect of one of the two things. Metaphors directly state that one thing is something else and do not use the words <i>like</i> or <i>as</i>.</li> <li>• A simile compares two unlike things using <i>like</i> or <i>as</i> to illuminate a particular quality or aspect of one of the two things.</li> <li>• An exaggeration is an extravagant statement that is not meant to be taken literally.</li> <li>• Students know that some words used by authors allude to</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand that connotation helps to achieve particular effects in the text and reactions from the reader.</li> <li>• Students understand that author's use sound devices (e.g., repetition, rhyme scheme, alliteration, assonance, consonance, onomatopoeia, rhythm) to achieve particular effects in a section of a text.</li> <li>• Students understand that an allusion in literature occurs when an author makes reference, often indirect, to a person, place, event, character, work of art or another piece of literature (e.g., Shakespeare's plays, the Bible, etc.) within his own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., sulk/brood; ally/comrade/best friend) in literary texts.</li> <li>• Provide an analysis of how rhyme, alliteration and other repetitious sound affect or impact the meaning of a specific verse or stanza of a poem.</li> <li>• Provide an analysis of how rhyme, alliteration and other repetitious sound affect or impact the meaning of a section of a story or drama.</li> <li>• Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning, tone, and mood of a literary text or section of a literary text.</li> </ul>
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	<p>significant characters found in mythology (e.g., Herculean).</p> <ul style="list-style-type: none"> <li>Figurative meanings refer to words and phrases meant to be interpreted beyond the literal meaning of the word or words.</li> <li>Literal language means exactly what the word or word say; whereas, nonliteral or figurative language does not mean exactly what the word or words say, but instead uses comparison or emphasis to imply something different.</li> <li>Students know that words and phrases (regular beats, alliteration, rhymes, repeated lines) provide rhythm and meaning in a story, poem, or song.</li> <li>How to identify words and phrases that suggest feelings or appeal to the senses.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> determine, figurative, connotation, connotative, analyze, analysis, word choice, meaning, tone, mood, literal, nonliteral, figurative language, simile, metaphor, hyperbole, personification, literary/biblical/mythological allusions, idioms, regular beats, alliteration, rhymes, repeated lines, imagery, analogies</p>			

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**CCR.R.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.**

<b><u>RL.7.5</u></b>	<b>Desired Student Performance</b>		
<b>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>Writers purposely include specific sentences, chapters, scenes, or stanzas that contribute to the development of the theme, setting, or plot.</li> <li>Knowledge of common narrative structure provides support for organizing ideas and deepening understanding of the text.</li> <li>Common narrative structure follows the elements of plot: exposition, rising action, climax, falling action, resolution.</li> <li>Stories may be presented through common narrative structure, through common narrative structure without conflict, with flashbacks,</li> </ul>	<ul style="list-style-type: none"> <li>Students understand that knowledge of a text's form and structure provides support for mentally organizing the ideas and deepening understanding of the text.</li> <li>Students understand that authors often use a soliloquy to convey a character's inner thoughts or motivations to the audience.</li> <li>Students understand that a soliloquy is an uninterrupted speech delivered by a single character to the audience but not to the other characters in the scene.</li> <li>Students understand that a soliloquy can be very poetic and elegant in nature but is</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze and annotate a text for evidence of how a drama or poem's form or structure contributes to its meaning.</li> <li>Provide an analysis of how a drama or poem's form or structure contributes to its meaning.</li> <li>Provide an analysis of how a soliloquy's form or structure contributes to its meaning.</li> <li>Provide an analysis of how a sonnet's form or structure contributes to its meaning.</li> </ul>

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	<p>through multiple character perspectives, or with stories within stories.</p> <ul style="list-style-type: none"> <li>Students explain how specific chapters fit together to provide the overall structure of a story; specific scenes fit together to provide the overall structure of a drama; specific stanzas fit together to provide the overall structure of a poem.</li> <li>Students know the structural elements of poems, dramas, and prose and can refer to specific elements in writing and speaking.</li> <li>How to describe how each successive part of a poem, drama, or story builds on earlier sections.</li> </ul>	<p>meant to be a personal communication of a character's innermost thoughts presented as if the character were thinking aloud.</p> <ul style="list-style-type: none"> <li>Students understand that sonnets are 14-line lyric poems, traditionally about love, that follow particular rhythm and rhyme schemes. Sonnets express a person's emotions, as opposed to telling a story.</li> <li>Students understand that there are two distinct types of sonnets in English: (1) the Italian or Petrarchan form and (2) the English or Shakespearean form.</li> <li>Students understand the structures of various forms of poetry (e.g., elegy, odes, lyrical, haiku).</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> form, structure, sentence, chapter, scene, stanza, poem, play, drama, analyze, analysis, soliloquy, sonnet, elegy, ode, haiku, lyrical, contribute, meaning</p>			

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<b>CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b><u>RL.7.6</u></b>  <b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b>	<b>Desired Student Performance</b>		
	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.</li> <li>How to distinguish their own point of view from that of the narrator's point of view or other characters' point of view.</li> <li>Point of view is the perspective from which the story is presented.</li> <li>There are three major types of point of view: first person, second person, and third person.</li> <li>Third person point of view consists of three differing</li> </ul>	<ul style="list-style-type: none"> <li>Students understand that authors often include characters with opposing points of view for effect (e.g., to present conflict, show how characters see a situation differently).</li> <li>Students understand that authors develop point of view through author's style, tone, word choice, description, dialogue, thoughts, reflection, author or narrator commentary, illustrations.</li> <li>Students understand that authors can direct readers' attention to the exact detail, opinion, or emotion the author wants to stress by</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze and annotate a text for evidence of how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>Provides an analysis of how the author develops and contrasts the points of view of different characters or narrators within the text (e.g., how two characters may see a situation differently).</li> <li>Provides an analysis of how point of view influences the way the story is told, and how the author develops the narrator (e.g., how Robert Cormier slowly reveals the</li> </ul>

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	<p>forms: third person omniscient, third person limited, and third person objective.</p> <ul style="list-style-type: none"> <li>Students notice the differences in the points of view of characters by speaking in a different voice for each character when reading dialogue.</li> <li>How to identify who is telling a story at different points in a text.</li> <li>Students know that authors tell the story in writing and illustrators provide pictures of different scenes in a story.</li> </ul>	<p>manipulating the point of view of the story.</p> <ul style="list-style-type: none"> <li>Students understand the ways in which an author's point of view influences content and style.</li> <li>An author's writing is influenced by his experiences, background, and values.</li> <li>Students understand that authors use different points of view to offer different perceptions and to develop a text based on the author's purpose for writing.</li> <li>Students understand that a narrative point of view influences or affects a story or poem.</li> </ul>	<p>narrator's reality in <i>I Am the Cheese</i>)</p>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  explain, point of view, develop, development, narrator, speaker, first person, second person, third person, third person omniscient, third person limited, third person objective, influence, manipulate, author's style, tone</p>			



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**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

<b><u>RL.7.7</u></b>	<b>Desired Student Performance</b>		
<p><b>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).</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• Compare and contrast reading the text of a story, drama, or poem to listening or viewing a performed version, describing how each version affects the reader or viewer differently (e.g., explain whether the suspense is greater in the written or performed version of the text).</li> <li>• How to describe the differences in a written story or drama and a performed story or drama.</li> <li>• How to explain how a performed story or drama represents a version of the written story or drama.</li> <li>• Students understand that to compare and contrast, they must show both similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand that authors purposely use word choice, style, description, dialogue, thoughts, reflections, author or narrator commentary and illustrations, while directors purposely select lighting, sound, color, or camera focus and angles to achieve specific effects and influence the audience/reader's perceptions.</li> <li>• Speakers use intonation, pausing, voice, etc., to achieve specific effects and influence the audience's perceptions.</li> <li>• Performed versions of texts affect audiences differently than the printed version.</li> <li>• Suspense may be greater in the written or performed version of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Closely read, analyze, take notes and/or annotate a text for evidence to use in comparing and contrasting a written story, drama, or poem to its audio, filmed, staged or multimedia version, focusing on the effects of techniques unique to each medium.</li> <li>• Provide a comparison and contrast of a written story, drama or poem to its audio, filmed, staged or multimedia version including an analysis of the effects of techniques unique to each medium.</li> <li>• Compare and contrast the written text of a story, drama, or poem to a performed version of it.</li> <li>• Provide an analysis of the effects of the specific</li> </ul>



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	<ul style="list-style-type: none"> <li>• Visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</li> <li>• How to make connections between the text of a story or drama and a visual or oral presentation of the same story or drama, noting where each version reflects specific descriptions and directions in the text.</li> <li>• How to show how a text's illustrations contribute to what is expressed in words in a story.</li> <li>• Students use illustrations and words in a print or digital text to show understanding of a story's characters, setting, or plot.</li> </ul>		<p>techniques unique to each medium (e.g., describe how a filmmaker conveys a scary mood through lighting and sound whereas an author would do this through word choice).</p>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> compare, contrast, story, drama, poem, audio, film, stage, multimedia, live version, analyze, analysis, effects, techniques, perceive, medium</p>			

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**CCR.R.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.**

<b><u>RL.7.8</u></b>	<b>Desired Student Performance</b>		
<b>Not applicable to literature.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>			

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**CCR.R.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.**

<b><u>RL.7.9</u></b>	<b>Desired Student Performance</b>		
<p><b>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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>Multiple texts in different literary genres may address similar themes or topics.</li> <li>Reading multiple literary texts addressing a similar theme or topic exposes students to multiple perspectives and points of view.</li> <li>A specific genre influences the way information is presented in a text.</li> <li>Students know how to describe and analyze aspects of the setting to explain how the setting affects the plot and characters.</li> <li>Authors use situational literary archetypes in a variety of literary genres (e.g., journey, the initiation, good vs. evil, the fall).</li> </ul>	<ul style="list-style-type: none"> <li>Authors of fiction often include elements of nonfiction in their writing.</li> <li>A fictional text often reflects and is influenced by a historical time, place, event or person.</li> <li>Stories are influenced by the genre an author chooses for his writing.</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze, take notes and/or annotate a text for evidence on how authors of fiction use or alter history in a fictional portrayal of a time, place, or character from history.</li> <li>Provide a comparison and contrast of a fictional portrayal of a <b>time</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history (e.g., discuss the portrayal of historical characters and events in Johnny Tremain as opposed to the facts and accounts presented about the Revolutionary War in a history text).</li> <li>Provide a comparison and contrast of a fictional</li> </ul>

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	<ul style="list-style-type: none"> <li>• To compare and contrast, students must show both similarities and differences.</li> <li>• How to compare and contrast how stories within a particular genre deal with similar themes and topics.</li> <li>• Common literary character archetypes (e.g., the hero, the mother figure, the innocent youth, the doppelganger, the villain, the scapegoat) are often used by authors to develop characters.</li> <li>• Similar themes, topics, and patterns of events are found in stories, myths, and traditional literature from different cultures.</li> <li>• Authors often continue writing about characters they have developed through books in a series. In the series, authors may choose to alter the theme, setting, characters and/or plot of the books.</li> <li>• Multiple versions of the same story can be presented by</li> </ul>		<p>portrayal of a <b>place</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <ul style="list-style-type: none"> <li>• Provide a comparison and contrast of a fictional portrayal of a <b>character</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ul>
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## College- and Career-Readiness Standards for English Language Arts

	different authors or from different cultures.		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> compare, contrast, genre, portrayal, topic, historical fact, nonfiction, time period, character, setting, events, alter history			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

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

#### **RL.7.10**

**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Students self-monitor and adjust understanding of a literary text by visualizing unfamiliar situations, diagramming complex relationships, and applying skills from across the language arts.
- How to explain the differences between different genres (e.g., short stories, poetry, drama) based on their characteristics and structural elements.
- Students know how to make and check predictions.
- Students know how to note important parts of a story.

##### **A student should understand (Conceptual Understanding)**

- The complexity of text increases as students progress through grade levels.
- Students understand the importance of knowing the specific characteristics of different forms of literary texts (e.g., adventure stories, historical fiction, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, drama, graphic novel, play, poetry, sonnet, ode, ballad, epic).

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, comprehend, take notes and annotate literary texts of increasing complexity within the Lexile range of 955-1155 for the purpose of comprehension.
- Monitor and adjust understanding of a literary text by recognizing when comprehension becomes unclear and applying corrective strategies automatically, including summarizing, paraphrasing, reviewing previous points, making connections to other texts and prior knowledge, determining word- and sentence-level meaning of confusing passages, and applying skills from across the language arts.
- Use knowledge of the characteristics of different forms of literary texts to aid in comprehension of text.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

comprehend, stories, dramas, poems, scaffolding, complexity band, proficiently, range

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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**

<b><u>RI.7.1</u></b>	<b>Desired Student Performance</b>		
<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>	<b>A student should know (Prerequisite Knowledge)</b> <ul style="list-style-type: none"> <li>Students focus closely and critically on content in an informational text.</li> <li>Students form a thorough understanding or analysis of what they are reading and for selecting key evidence for use in writing or speaking.</li> <li>Students refer directly to details and examples in a text and/or quote accurately from a text when explaining what a text is about.</li> <li>Students refer directly to details and examples in a text and/or quote accurately from a text when drawing inferences from a text.</li> <li>Students understand what it means to draw inferences from a text.</li> </ul>	<b>A student should understand (Conceptual Understanding)</b> <ul style="list-style-type: none"> <li>Students understand that authors purposely include specific details and/or examples in informational texts and/or omit specific details and/or examples from informational texts to prompt students to ask and answer questions about the text.</li> <li>Students understand that the details and examples authors provide in an informational text reveal meaning.</li> <li>Students understand that authors state information explicitly in a text to allow students to make a direct connection and/or implicitly to require students to draw inferences from a text.</li> <li>Students understand that authors provide evidence to</li> </ul>	<b>A student should be able to do (Evidence of Knowledge)</b> <ul style="list-style-type: none"> <li>Students closely read and analyze an informational text to comprehend what the author says explicitly and to discover the layers of meaning that are often embedded within complex informational texts.</li> <li>Students conduct self-checks to ensure comprehension of an informational text, persevere through difficult sections, examine unfamiliar words or phrases and attempt to uncover the meaning of unknown words.</li> <li>Students cite evidence from the text in the form of specific details or examples to support an analysis of what the text says explicitly. Students cite evidence from the text in the form of</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>Students ask and answer questions to demonstrate understanding of a text.</li> <li>Students utilize an appropriate standard format for giving credit to the authors they are citing, such as the MLA or the APA.</li> </ul>	support an analysis of what the text says explicitly and/or to support an analysis of inferences drawn from the text.	specific details or examples to support an analysis of inferences drawn from the text.
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> analyze, explicit, inference, textual evidence, generalizations, accurate, concepts			



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

#### **RI.7.2**

**Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Being able to determine a central idea of a text reflects comprehension of a text.
- A summary should contain only information from the text.
- Personal opinions about a topic or idea should not be included in a summary.
- Personal judgments about a topic or idea should not be included in a summary.
- A student is able to summarize a text.
- A student can identify the main topic of a multi-paragraph text.  
A student can identify the focus of specific paragraphs within a text.

##### **A student should understand (Conceptual Understanding)**

- A text often has multiple central ideas.
- An accurate summary is free of personal opinion and judgment.
- Authors often develop central ideas throughout the text.
- Authors intentionally shape and refine a central idea through word choice, analogies, anecdotes, tone, illustrations, images, charts and graphs, and audio as well as other details.

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze and annotate a text for evidence to show how two or more central ideas are developed throughout the text.
- Provide a statement of one, two or more central ideas of a text.
- Provide an analysis of the development of central idea(s) over the course of a text.
- Provide an accurate summary of a text.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, central ideas, analyze, analysis, development, course of the text, objective summary, key details

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

#### **RI.7.3**

**Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- A student is able to provide a detailed analysis of how a key individual or idea is introduced in a text (e.g., through examples and anecdotes)
- A student is able to provide detailed analysis of how a key individual, event or idea is illustrated in a text (e.g., through examples and anecdotes)
- A student is able to provide detailed analysis of how a key individual, event or idea is elaborated in a text (e.g., through examples and anecdotes)
- Illustrate means to explain, describe, or give example of an individual, event, or idea.
- Elaborate means to provide more details about an individual, event, or idea or

##### **A student should understand (Conceptual Understanding)**

- A student should understand how causal relationships between events, individuals, and ideas are introduced and developed in an informational text.
- A student should understand the importance of comprehending ideas and processes as they develop in an informational text.
- A student should understand that events, ideas, and actions described in the text influence other events, ideas, and actions.
- In turn, a student should understand that events, ideas, and actions described in the text are influenced by other events, ideas, and actions.

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze and annotate a text for evidence to analyze the interactions between individuals, events, and ideas.
- Provide an analysis of how ideas influence individuals in an informational text.
- Provide an analysis of how ideas influence events in an informational text.
- Provide an analysis of how individuals influence ideas in an informational text.
- Provide an analysis of how individuals influence events in an informational text.
- Provide an analysis of how events influence individuals in an informational text.
- Provide an analysis of how events influence ideas in a text.

## College- and Career-Readiness Standards for English Language Arts

	<p>to further develop an individual, event, or idea.</p> <ul style="list-style-type: none"> <li>• An example is something that is mentioned in a text to help explain, illustrate or clarify a concept for readers.</li> <li>• An anecdote is a short narrative that is often presented in an informational text to assist readers in comprehending the text.</li> <li>• A student is able to explain the relationships or interactions between two or more individuals, events, ideas based on specific information in the text.</li> <li>• A student is able to explain the relationships or interactions between two or more concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• A student is able to explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide an analysis of the cause-and-effect interactions between individuals, events, and ideas in an informational text.</li> <li>• Provide an analysis of how events, ideas, or individuals' actions influence subsequent events or ideas in an informational text (e.g., how Jefferson's Louisiana purchase influenced the development of the United States; how movement of tectonic plates leads to earthquakes).</li> </ul>
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## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• A student can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• A student can use language that pertains to time, sequence, and cause/effect.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> Key individual, key event, key idea, introduced, illustrated, elaborated, examples, anecdotes, cause and effect relationships, interactions			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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.**

<b><u>RI.7.4</u></b>	<b>Desired Student Performance</b>		
<b>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.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>Students use context clues to determine what a word means in a given context (e.g., figurative, connotative).</li> <li>Determine the connotative meaning of particular words and phrases based on context</li> <li>Figurative language uses words in some way other than their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way.</li> <li>An exaggeration describes something as being greater, larger, more important, etc., than it really is - an extravagant statement that is not meant to be taken literally.</li> <li>A metaphor compares two unlike things to illuminate a</li> </ul>	<ul style="list-style-type: none"> <li>Students understand what a word means in a given context, focusing on what the author is trying to do with the language.</li> <li>Students understand that tone is the author's attitude toward the audience, the subject, or the character. Tone is conveyed through the author's words and details.</li> <li>Students understand that readers determine tone through word choice and clues presented in the context.</li> <li>Students understand that tone may change throughout a text. In effect, a text can have more than one tone.</li> <li>Students understand that authors often use figurative</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze and annotate a text for evidence of the meanings of words and phrases as they are used in a text.</li> <li>Closely read, analyze and annotate a text for evidence of the impact of a specific word choice on meaning and tone.</li> <li>Determine the meaning of words and phrases based on context.</li> <li>Determine the <b>figurative</b> meanings of particular words and phrases based on context.</li> <li>Determine the <b>connotative</b> meanings of particular words and phrases based on context.</li> <li>Determine the <b>technical</b> meanings of particular words and phrases as they are used in context.</li> <li>Provide an analysis of the impact of specific word choice on meaning and/or tone.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<p>particular quality or aspect of one of the two things. Metaphors directly state that one thing is something else and do not use the words <i>like</i> or <i>as</i>.</p> <ul style="list-style-type: none"> <li>• A simile compares two unlike things using <i>like</i> or <i>as</i> to illuminate a particular quality or aspect of one of the two things.</li> <li>• Figurative meanings refer to words and phrases meant to be interpreted beyond the literal meaning of the word or words.</li> <li>• Literal language means exactly what the word or word say; whereas, nonliteral or figurative language does not mean exactly what the word or words say, but instead uses comparison or emphasis to imply something different.</li> </ul>	<p>language to assist in developing the tone of a text.</p> <ul style="list-style-type: none"> <li>• Student understand that authors purposely choose words to achieve particular effects in a text and in the reader.</li> <li>• Students understand that authors purposely use figurative language to achieve particular effects in a text and in the reader.</li> <li>• Students understand that connotation refers to a reader's emotion or association connected with a word.</li> <li>• Impact means to have a strong effect on something or someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., sulk/brood; ally/comrade/best friend) in informational texts.</li> <li>• Analyze the tone of an informational text, explaining the impact of the author's word choice on the reader (e.g., a letter to the editor with a reasonable tone compared to one with an angry tone).</li> <li>• Analyze the effects of figurative language (e.g., idioms, metaphors, similes, puns, hyperbole) on an informational text's meaning and tone.</li> <li>• Explain the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., sulk/brood; ally/comrade/best friend) in an informational text.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> determine, meaning, figurative language, connotative meanings, technical meanings, simile, metaphor, exaggeration/hyperbole, personification, impact, tone, word choice, audience, attitude, impact</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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.**

<u><b>RI.7.5</b></u>	<b>Desired Student Performance</b>		
<p><b>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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• A student should be able to provide an analysis of how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text</li> <li>• A student should be able to provide an analysis of how a particular sentence, chapter, or section contributes to the development of the ideas</li> <li>• A student knows how to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>• A student knows how to describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand that writers purposely include major sections in a text that contribute to the overall text.</li> <li>• Students understand that writers purposely include major sections in a text that contribute to the development of ideas in a text.</li> <li>• Students understand that knowledge of common informational text structures provides support for organizing the ideas and deepening understanding of the text.</li> <li>• Authors use linguistic devices specific to different text structures (complex sentences, correlative conjunctions, specific nouns, verbs, and adjectives).</li> </ul>	<ul style="list-style-type: none"> <li>• Closely read, analyze and annotate a text for evidence of the structure an author uses to organize a text.</li> <li>• Closely read, analyze and annotate a text for evidence of how major sections contribute to the whole text and to the development of ideas within the text.</li> <li>• Provide an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</li> <li>• Provide an analysis of how an informational text is organized.</li> <li>• Identify major sections and explain how they contribute to the development of larger ideas in the text.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• A student knows how to use text features and search tools (e.g., headings, tables of contents, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• Common organizational structures are found in informational texts (cause/effect, comparison/contrast, problem/solution, sequential, chronological).</li> <li>• Informational texts (i.e. textbooks, domain-specific articles) are divided into different parts.</li> <li>• Titles, introductions, headings, and sections.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure is determined in part by the author's purpose for writing.</li> <li>• Author's purpose is the reason the author is writing the text.</li> <li>• Authors use specific techniques authors use to carry out their purposes in texts.</li> <li>• Authors can fulfill their purposes in different ways (e.g., word choice, syntax, evidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the author's purpose or intent and how the author fulfills that purpose in an informational text (e.g., language use, evidence).</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> analyze, analysis, particular sentence, particular paragraph, particular chapter, particular section, overall structures, organizational structure, contributes, development of ideas, author's purpose, intent, evidence</p>			



## College- and Career-Readiness Standards for English Language Arts

Seventh Grade			
CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.			
<b>RI.7.6</b>  <b>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</b>	Desired Student Performance		
	A student should know (Prerequisite Knowledge)	A student should understand (Conceptual Understanding)	A student should be able to do (Evidence of Knowledge)
	<ul style="list-style-type: none"> <li>Students know that authors develop point of view through author's style, tone, word choice, description, omission of information, inclusion of information, etc.</li> <li>Students know that authors can direct readers' attention to the exact detail, opinion, idea, emotion, etc., the author wants to stress through his or her style of writing.</li> <li>Students know the ways in which an author's point of view influences content and style.</li> <li>An author's writing is influenced by his experiences, background, and values.</li> <li>Students know that authors use different points of view to offer different perceptions and to develop a text based on the author's purpose for writing.</li> </ul>	<ul style="list-style-type: none"> <li>An author's point of view is his position on a topic, idea, individual, event, etc.</li> <li>Students understand that authors develop point of view through author's style, tone, word choice, description, omission of information, inclusion of information, etc.</li> <li>Students understand that authors can direct readers' attention to the exact detail, opinion, idea, emotion, etc., the author wants to stress through his or her style of writing.</li> <li>Authors can present information objectively (based on facts) or subjectively (based on opinions and bias).</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze and annotate a text for evidence of an author's point of view.</li> <li>Closely read, analyze and annotate a text for evidence of how the author distinguishes his or her point of view from others.</li> <li>Provide a statement of an author's point of view in a text.</li> <li>Provide a statement of an author's purpose in a text.</li> <li>Provide an analysis of how the author distinguishes his or her position from that of others.</li> <li>Compare and contrast authors' purposes or positions in informational texts on similar topics.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Author's purpose is the reason the author is writing the text.</li> <li>• A student should know how to determine an author's purpose when it is not explicitly stated in the text.</li> <li>• A student should be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• A student should be able to compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and the information provided.</li> <li>• A student should be able to distinguish his or her own point of view from that of the author of a text.</li> <li>• A student should be able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Bias means having a preconceived opinion or judgment about something.</li> <li>• Students understand the ways in which an author's point of view influences content and style.</li> <li>• An author's writing is influenced by his experiences, background, and values.</li> <li>• Students understand that authors use different points of view to offer different perceptions and to develop a text based on the author's purpose for writing.</li> <li>• Author's purpose is the reason the author is writing the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate a text to find evidence of where an author's opinions, beliefs, or attitude bias the text.</li> <li>• Explain how an author's perspective influences an informational text.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> determine, author's point of view, viewpoint, author's purpose, analyze, analysis, distinguish, explain, convey, author's intent, position, objective, subjective, bias</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

<b><u>RI.7.7</u></b>	<b>Desired Student Performance</b>		
<p><b>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).</b></p>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• A student can interpret information and data presented visually, quantitatively, and in writing.</li> <li>• A student can apply information from multiple sources to understand a topic.</li> <li>• A student can integrate information on a topic from several texts to develop a base of knowledge on a subject (e.g., categorize/organize information, compare information, summarize from multiple texts)</li> <li>• A student should be able to draw on information from multiple print and digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• A student should be able to interpret information presented visually, orally, or quantitatively</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand that authors purposely use word choice, style, etc., while directors purposely select lighting, sound, color, or camera focus and angles to achieve specific effects and influence the audience/reader's perceptions.</li> <li>• Speakers use intonation, pausing, voice, etc., to achieve specific effects and influence the audience's perceptions.</li> <li>• Performed versions of texts affect audiences differently than the printed version.</li> </ul>	<ul style="list-style-type: none"> <li>• Closely read, analyze, take notes and/or annotate a text for evidence to use in comparing and contrasting a text to its audio, video or multimedia version, analyzing each medium's portrayal of the subject.</li> <li>• Provide a comparison and contrast of a text to an audio, video, or multimedia version of the text.</li> <li>• Provide an analysis of each medium's portrayal of the subject.</li> <li>• Compare and contrast how information on the same topic is presented in different mediums (e.g., how a film of Martin Luther King's "I Have a Dream" speech captures its emotional impact while a written description of it</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<p>(e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <ul style="list-style-type: none"> <li>• A student should be able to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• A student should be able to explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>• A student should be able to identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>		<p>provides important contextual information)</p> <ul style="list-style-type: none"> <li>• Explain how the medium used impacts the presentation of information</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> integrate, information, media, formats, visually quantitatively, develop, coherent, understanding, topic, issue, medium, portrayal</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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.**

<b><u>RI.7.8</u></b>	<b>Desired Student Performance</b>		
<p><b>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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>Trace means to outline, delineate, or describe.</li> <li>A student should know the difference between a claim that is supported with reasons and evidence opposed to a claim this is unsupported.</li> <li>A student should know how to identify a speaker's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence).</li> <li>A student should understand that a speaker uses reasons, facts, statistics, details, etc. to support his or her arguments for a claim or claims.</li> </ul>	<ul style="list-style-type: none"> <li>A student should understand the difference between sound and unsound reasoning.</li> <li>Sound reasoning is based on facts, statistical data, credible sources, etc.</li> <li>Unsound reasoning refers to evidence presented from non-credible sources such as, blogs, self-authored cites, opinions, etc., or evidence that is not directly connected to the idea.</li> <li>A student should understand that some arguments may not be relevant (not appropriate or not closely connected) to the claim.</li> <li>A student should understand that some of the evidence presented may not be sufficient; the argument</li> </ul>	<ul style="list-style-type: none"> <li>Closely read, analyze, take notes and/or annotate a text for evidence to use in assessing whether or not the presented reasoning is sound.</li> <li>Closely read, analyze, and annotate a text for evidence to use in assessing whether or not the presented is relevant and sufficient to support the claims.</li> <li>Demonstrates the ability to trace an argument and specific claims in a text.</li> <li>Provides an evaluation of whether the reasoning is sound in an argument.</li> <li>Provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</li> <li>Identify weaknesses and logical fallacies in an argument (e.g., personal attack, exaggeration, stereotyping, categorical claims).</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• A claim is a statement of opinion the writer or speaker is trying to prove.</li> <li>• Argument(s) is how the speaker supports his claim(s); argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim.</li> </ul>	<p>presented may be weak details that do not provide adequate support for the claim.</p> <ul style="list-style-type: none"> <li>• Sufficient refers to enough or adequate.</li> <li>• A student should identify the speaker's purpose and audience by analyzing the content and delivery.</li> <li>• Evaluate refers to making a judgment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize when an author of an argument is attempting to respond to readers' possible questions or is anticipating that readers will have a different opinion (e.g., counterarguments).</li> <li>• Describe instances in which an author's opinions, beliefs, or attitude bias the argument.</li> <li>• Recognize instances in which the credibility of an argument is negatively affected (e.g., it contains misleading information, outdated information, fallacious reasoning, unsupported inferences, or bias).</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> trace, evaluate, argument, specific claims, distinguish, claims that are supported by reasons and evidence, claims that are not supported by reasons and evidence, sufficient, accurate, appropriate, credibility, misleading, outdated, biased, claim, support, evidence, relevance, relevant, sufficient, sufficiency, supported claim, unsupported claim</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.R.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.**

<b><u>RI.7.9</u></b>	<b>Desired Student Performance</b>		
<b>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.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to understand that authors present information differently.</li> <li>• How to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• How to compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• How to explain similarities and differences between informational texts on the same topic (purpose, organization, main ideas, viewpoint).</li> <li>• There are many forms of Informational text/literary nonfiction subgenres.               <ul style="list-style-type: none"> <li>○ Exposition</li> <li>○ Argument</li> <li>○ Functional text</li> <li>○ Personal essays</li> <li>○ Speeches</li> <li>○ Opinion pieces</li> <li>○ Biographies</li> <li>○ Memoirs</li> <li>○ Journalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Closely read, analyze, and annotate a text for evidence that shows how two or more writers emphasize different evidence on the same topic.</li> <li>• Provide an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.</li> <li>• Provide an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.</li> <li>• Analyze similarities and differences in emphasis and interpretation in informational texts on the same topic.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

compare, contrast, presentation, events, analyze, interpretation, emphasis, topic



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

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

#### **RI.7.10**

**By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to self-monitor and adjust understanding of an informational text by visualizing unfamiliar situations, diagramming complex relationships, and applying skills from across the language arts.
- How to explain the differences between text structures (e.g., chronological, compare/contrast, problem/solution, description, process order, etc.)
- How to note important parts of a text.
- How to explain the characteristics and structural elements of different genres of informational text (e.g., argument, exposition, functional texts).

##### **A student should understand (Conceptual Understanding)**

- The complexity of text increases as students progress through grade levels.
- An interpretive framework can be applied to works of the same genre.
- Literary nonfiction shares characteristics with literature but is based on fact.
- There are several modes of discourse (e.g., narration, description, exposition, and argument).
- Text structure impacts a text's meaning.
- Characteristics of informational text forms include:
  - Essays
  - Speeches
  - Opinion pieces
  - Biographies
  - Memoirs

##### **A student should be able to do (Evidence of Knowledge)**

- Closely read, comprehend, take notes and annotate literary texts of increasing complexity within the Lexile range of 955–1155 for the purpose of comprehension.
- Analyze and explain the characteristics and devices employed by types of informational texts including literary nonfiction (e.g., essay, biography) and argument to begin to establish an interpretive framework for understanding different works
- Monitor and adjust understanding of an informational text by recognizing when comprehension becomes unclear and applying corrective strategies automatically, including



## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• How to analyze characteristics of different forms of informational texts including argument and literary nonfiction.</li> <li>• How to analyze and explain the characteristics and devices employed by types of informational texts including literary nonfiction (e.g., essay, biography) and argument to begin to establish an interpretive framework for understanding different works.</li> </ul>	<ul style="list-style-type: none"> <li>○ journalism</li> </ul>	<p>summarizing and reviewing previous points, making connections to other texts and prior knowledge, and applying skills from across the language arts.</p>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> characteristics, devices, narrative, narrator, speaker, literary nonfiction, argument, expository, structure, essay, biography</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

<b><u>W.7.1a</u></b>	<b>Desired Student Performance</b>		
<b>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>Claims are introduced to present the writer's opinion or position on a topic, idea, or issue.</li> <li>A counterclaim is an alternate or opposing claim; the opposite side of the writer's claim.</li> <li>Some claims attempt to convince the reader that the position the writer takes is correct.</li> <li>A writer presents an argument (point, reason, detail) or several arguments (points, reasons, details) to provide support for his claim.</li> <li>Evidence is introduced to provide support for the writer's claim.</li> <li>Arguments should be strategically ordered from least support to greatest support so readers end with the strongest support in their minds.</li> <li>How to write clearly and concisely using formal English.</li> <li>Coherence and cohesion adds to the clarity of the writer's claim(s) and support.</li> </ul>	<ul style="list-style-type: none"> <li>Opposing or alternate claims are acknowledged by writers to strengthen the argument made by the writer and refute the opposing claim.</li> <li>Alternate or opposing claims are often presenting using subordination through complex sentences; subordination allows the writer to emphasize his claim by deemphasizing the opposing or alternate claim.</li> <li>Evidence is introduced to provide support for the writer's claim.</li> <li>Coherence and cohesion aids to the clarity of the writer's idea.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure writing is about a debatable claim.</li> <li>Provide an introductory claim statement about a topic, idea, or issue under study, including the title, author, and genre (TAG sentence) of the texts from which the writing is related.</li> <li>Write a statement of the alternate or opposing claim(s) in a way that helps to strengthen his or her argument.</li> <li>Complete a graphic organizer to organize the reasons and evidence to support his or her claim clearly.</li> <li>Separate evidence from the text into two groups: (1) evidence that supports the writer's claim or (2) evidence</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• The structure of the text should be based on the purpose of the writing.</li> <li>• How to identify a writer's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence).</li> <li>• A writer or speaker uses reasons, facts, statistics, details, etc. to support his or her arguments for a claim or claims.</li> <li>• A claim is a statement of opinion the writer or speaker is trying to prove.</li> <li>• Argument(s) is how the writer or speaker supports his claim(s); argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim.</li> <li>• Claims must be debatable; claims must have two sides.</li> <li>• There are different types of claims. <ul style="list-style-type: none"> <li>○ Fact or definition</li> <li>○ Cause and effect</li> <li>○ Value</li> <li>○ Solutions or policies</li> </ul> </li> <li>• Reasons and evidence must be relevant.</li> <li>• There are different types of evidence. <ul style="list-style-type: none"> <li>○ Facts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the text should be based on the purpose of the writing.</li> </ul>	<p>that supports the counterclaim.</p> <ul style="list-style-type: none"> <li>• Order his or her evidence from least support to greatest support.</li> </ul>
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## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ Quotes</li> <li>○ Examples</li> <li>○ Statistics</li> <li>○ Expert testimony</li> <li>○ Personal/anecdotal experience</li> <li>○ Analogies</li> <li>● Coherence and cohesion should be present among ideas.</li> <li>● Text is organized using different structures. <ul style="list-style-type: none"> <li>○ Sequential</li> <li>○ Compare and contrast</li> <li>○ Cause and effect</li> <li>○ Description</li> <li>○ Procedural</li> <li>○ Problem and solution</li> </ul> </li> <li>● How to introduce a topic or text clearly, state an opinion, and group idea in a logical manner to support the writer's purpose.</li> <li>● How to create an organization structure and that lists supporting reasons for an opinion.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> introduce, claim, argument, acknowledge alternate or opposing claim, counterclaim, organize, least support, greatest support, reasons, evidence, logically debatable, subordination, emphasize, deemphasize, complex sentence			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

<b><u>W.7.1b</u></b>	<b>Desired Student Performance</b>		
<b>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• A well-written claim requires students to have a deep understanding of the topic or text.</li> <li>• Sources are considered credible when they are trustworthy, accurate, and reliable.</li> <li>• How to distinguish between relevant and irrelevant evidence.</li> <li>• Evidence (arguments) should be strategically ordered from least support to greatest support so readers end with the strongest support in their minds.</li> <li>• There are different ways to present evidence.               <ul style="list-style-type: none"> <li>○ Paraphrasing</li> <li>○ Quotations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Providing clear reasons supported with relevant support from credible sources for claims will convince the reader that the writer has a well-supported interpretation of the claim.</li> <li>• Relevant evidence causes the argument to be more credible.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate his or her resources for accuracy and credibility and selects evidence that comes from credible sources to use in writing.</li> <li>• Organize evidence into two groups: (1) relevant evidence or (2) irrelevant evidence.</li> <li>• Provide clear reasons and relevant evidence from credible sources as support for claim(s).</li> <li>• Develop an outline of his claim(s) and supporting evidence to ensure understanding of the topic and/or text(s).</li> <li>• Demonstrate an understanding of the text through his or her writing.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ Summary</li> <li>○ Statistics (i.e., data, charts, graphs, photographs, illustrations).</li> <li>● How to use an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA.</li> <li>● Reasons should be logically ordered and supported by facts and/or details from the text.</li> <li>● Support must be provided for a claim.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> arguments, support, claims, logical reasoning, relevant evidence, accurate sources, credible sources, demonstrating an understanding, acknowledge, distinguish, alternate, opposing, organize, logically, topic, text</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

#### W.7.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

#### Desired Student Performance

##### A student should know (Prerequisite Knowledge)

- Transition words assist writers in developing relationships among claims and reasons.
- There are several types of transition words.
  - Agreement, addition, similarity (e.g., as a matter of fact, equally, furthermore, of course, by the same token)
  - Examples, support, emphasis (e.g., in other words, to put it differently, on the positive side, on the negative side, chiefly, notably, most compelling evidence)
  - Effect, result, consequence (e.g., thus, accordingly, hence, in that case, for this reason, under those circumstances)
  - Opposition, limitation, contradiction (e.g., although this may be true,

##### A student should understand (Conceptual Understanding)

- Precise language is used to show the reader how the evidence is connected to the claim.
- Cohesion is the connection that allows the sentences and paragraphs to work as a unified piece.

##### A student should be able to do (Evidence of Knowledge)

- Include precise language in writing.
- Include descriptive words/phrases.
- Include sensory details.
- Include specific linking and transitional words.
- Include domain-specific vocabulary as appropriate to the text or topic.
- Include relevant warrants to the claim.
- Use transition words to clarify relationships among claims, reasons, and evidence.
- Demonstrate cohesion in his or her writing.

## College- and Career-Readiness Standards for English Language Arts

	<p>in contrast, instead, whereas, despite, conversely, otherwise, in spite of, on the other hand, of course...but)</p> <ul style="list-style-type: none"> <li>○ Cause, condition, purpose (e.g., on the condition that, with this intention, with this in mind, for fear that, whenever, since, because of, while, due to, given that, provided that, in case)</li> <li>○ Time, chronology, sequence (e.g., at the present time, in due time, in the meantime, after, later, prior to, straightaway, suddenly, formerly)</li> <li>○ Conclusion, summary, restatement (e.g., generally speaking, all things considered, given these points, as has been noted, in summary, in conclusion, on the whole, in either case, overall)</li> <li>○ Subordinating comparison (e.g., than, rather than, as much as, whereas, whichever, as long as, as soon as, by the time)</li> </ul>		
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## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ Subordinating concession (e.g., though, although, even though, while)</li> <li>○ Subordinating condition (e.g., only if, if, unless, provided that, assuming that, even if, lest)</li> <li>○ Space, location, place (e.g., in the middle, in the foreground, in the background, here, further, beyond, alongside)</li> <li>● Precise language is used to show the reader how the evidence is connected to the claim.</li> <li>● Precise language uses words to convey the exact meaning.</li> <li>● Descriptive words and phrases convey a clear picture of an idea.</li> <li>● Sensory details are details that deal with the senses.</li> <li>● Linking words and transition words help to define the relationship between the concepts by providing cohesion.</li> <li>● Domain-specific vocabulary consists of words that are critical in understanding the concept of specific content.</li> <li>● A warrant explains how the evidence supports the claim.</li> </ul>		
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## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• A claim is a statement of opinion the writer or speaker is trying to prove.</li> <li>• How to link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically, for instance, in order to, in addition, because, therefore, since, for example, and, also).</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> precise language, descriptive words/phrases, sensory details, linking words, transitional words, domain specific vocabulary, warrants, cohesion, clarify, relationships, claims, evidence, reasons			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

**W.7.1d**

**Establish and maintain a formal style.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Formal language should not include words that are used in a casual language. (i.e. euphemisms, slang, biased language, group-specific jargon)
- Formal language uses correct grammar and spelling.

**A student should understand  
(Conceptual Understanding)**

- The level of formality is determined by the audience.
- Academic writing requires a formal tone.

**A student should be able to do  
(Evidence of Knowledge)**

- Develop a response appropriate for the intended audience.
- Omit casual language.
- Use correct spelling and grammar.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

Formal style

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

#### **W.7.1e**

**Provide a concluding statement or section that follows from and supports the argument presented.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to provide a concluding statement or section related to the opinion presented.
- Conclusions wrap up what has been discussed throughout the paper.

##### **A student should understand (Conceptual Understanding)**

- Conclusions address why the reader should align with your position.
- Support for the argument(s) presented will convince the reader that the writer has a well-supported interpretation of the claim.

##### **A student should be able to do (Evidence of Knowledge)**

- Provide a concluding statement or section that restates the arguments presented to support the claim.
- Provide a concluding statement or section that addresses why the reader should align with your position.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

concluding statement/ section, arguments, support, claims

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<u><b>W.7.2a</b></u>	<b>Desired Student Performance</b>		
<p><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></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• How to introduce a topic clearly, provide a general observation and focus, and group related information logically.</li> <li>• How to include formatting and tools (e.g., heading, illustrations, and multimedia) when useful to aiding comprehension.</li> <li>• How to group related information in paragraphs and sections.</li> <li>• Topics should be narrow.</li> <li>• Formats used to signal major divisions throughout the text.               <ul style="list-style-type: none"> <li>○ Headings</li> <li>○ Sections</li> </ul> </li> <li>• Graphics (i.e., charts, tables) provide examples for the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic must be clear and presented in the introduction.</li> <li>• Ideas, concepts, and information should be organized for audience and purpose using the most effective method.</li> <li>• Including a preview of the information that will be included in the text allows the reader will know what to expect.</li> <li>• Ideas can be organized using different methods.               <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Classification</li> <li>○ Compare/contrast</li> <li>○ Cause/effect</li> </ul> </li> <li>• The method of organization will assist in the development of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic clearly and provide a preview of what is to be presented in the body of the text.</li> <li>• Organize ideas, concepts, and information using a specific organizational method and/or graphic organizer appropriate to the topic.</li> <li>• Include specific formatting, graphics, and/or multimedia when it aids in comprehension.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Multimedia (i.e., audio, still images, video, animation) help the reader understand the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The text should be formatted to help the reader understand the major divisions within the text.</li> <li>• Graphics and multimedia can help the reader understand the topic.</li> </ul>	
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> informative, explanatory, introduce, topic, previewing, ideas, concepts, related information, logically, organization, definition, classifications, comparison, contrast, cause, effect, formatting, graphics, multimedia, comprehension			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

#### **W.7.2b**

**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Definitions provide statements of the exact meaning of a word.
- Concrete details are facts that come from the source.
- Quotations are words taken from a text or speech and repeated by someone other than the original speaker.
- Examples are a model or pattern of something that can be imitated.

##### **A student should understand (Conceptual Understanding)**

- Developing a topic will help the reader to understand what the writer is trying to convey.
- Relevant facts connected to the topic will aid the reader in comprehending the information the writer is presenting.
- Concrete details about the topic will aid the reader in comprehending the information the writer is presenting.
- Quotations about the topic will aid the reader in comprehending the information the writer is presenting.
- Examples that are relevant to the topic will aid the reader in comprehending the information the writer is presenting.

##### **A student should be able to do (Evidence of Knowledge)**

- Develop the main point(s) (body) of the paper by including relevant facts, definitions, concrete details, quotations or other information and examples retrieved from resources that support the main focus of his paper.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

topic, relevant facts, definitions, concrete details, quotations, examples

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

W.7.2c	Desired Student Performance		
<b>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b>	A student should know (Prerequisite Knowledge)	A student should understand (Conceptual Understanding)	A student should be able to do (Evidence of Knowledge)
	<ul style="list-style-type: none"> <li>How to link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially, another, for example, also, because, and, more, but).</li> </ul>	<ul style="list-style-type: none"> <li>Transitions unify writing into a whole piece.</li> <li>Transitions connect ideas and paragraphs.</li> <li>Transitions connect corresponding paragraphs.</li> <li>Transition words assist writers in developing relationships among claims and reasons.</li> <li>There are several types of transition words.               <ul style="list-style-type: none"> <li>Agreement, addition, similarity (e.g., as a matter of fact, equally, furthermore, of course, by the same token)</li> <li>Examples, support, emphasis (e.g., in other words, to put it differently, on the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Include transitions that provide logical connections in writing.</li> <li>Demonstrate cohesion among ideas and relationships within writing.</li> <li>Build ideas and paragraphs from a smaller point to a larger point.</li> <li>Show that one paragraph refers to another.</li> <li>Clearly show the relationships among ideas and concepts.</li> </ul>



## College- and Career-Readiness Standards for English Language Arts

		<p>positive side, on the negative side, chiefly, notably, most compelling evidence)</p> <ul style="list-style-type: none"> <li>○ Effect, result, consequence (e.g., thus, accordingly, hence, in that case, for this reason, under those circumstances)</li> <li>○ Opposition, limitation, contradiction (e.g., although this may be true, in contrast, instead, whereas, despite, conversely, otherwise, in spite of, on the other hand, of course...but)</li> <li>○ Cause, condition, purpose (e.g., on the condition that, with this intention, with this in mind, for fear that, whenever, since, because of, while, due to, given that, provided that, in case)</li> <li>○ Time, chronology, sequence (e.g., at the present time, in due time, in the meantime,</li> </ul>	
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## College- and Career-Readiness Standards for English Language Arts

		<p>after, later, prior to, straightaway, suddenly, formerly)</p> <ul style="list-style-type: none"> <li>○ Conclusion, summary, restatement (e.g., generally speaking, all things considered, given these points, as has been noted, in summary, in conclusion, on the whole, in either case, overall)</li> <li>○ Subordinating comparison (e.g., than, rather than, as much as, whereas, whichever, as long as, as soon as, by the time)</li> <li>○ Subordinating concession (though, although, even though, while)</li> <li>○ Subordinating condition (e.g., only if, if, unless, provided that, assuming that, even if, lest)</li> <li>○ Space, location, place (e.g., in the middle, in the foreground, in the background, here,</li> </ul>	
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## College- and Career-Readiness Standards for English Language Arts

		<p>further, beyond, alongside)</p> <ul style="list-style-type: none"> <li>• Transitions help readers understand that ideas build from a small point to a larger point.</li> <li>• Transitions create logical progressions for the reader in order to help the writer get the point across.</li> <li>• Cohesion is the connection that allows the sentences and paragraphs to work as a unified piece.</li> </ul>	
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> appropriate, transitions, cohesion, clarify, relationship, ideas, concepts			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<b><u>W.7.2d</u></b>	<b>Desired Student Performance</b>		
<p><b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>Precise language is language that uses the right words to convey the exact message.</li> <li>Domain-specific vocabulary includes words that are specific to certain domain/area.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>Precise language will help the reader understand the writer's topic.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Include language that is specific to the writer's topic, audience, and purpose.</li> <li>Include domain-specific vocabulary to inform or explain the writer's topic.</li> </ul>
	<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> precise language, domain-specific vocabulary, inform, audience, purpose for writing</p>		

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<b><u>W.7.2e</u></b>	<b>Desired Student Performance</b>		
<b>Establish and maintain a formal style.</b>	<b>A student should know (Prerequisite Knowledge)</b> <ul style="list-style-type: none"> <li>Formal language should not include words that are used in a casual language. (i.e., euphemisms, slang, biased language, group-specific jargon)</li> <li>Formal language uses correct grammar and spelling.</li> </ul>	<b>A student should understand (Conceptual Understanding)</b> <ul style="list-style-type: none"> <li>The level of formality is determined by the audience.</li> <li>Academic writing requires a formal tone.</li> </ul>	<b>A student should be able to do (Evidence of Knowledge)</b> <ul style="list-style-type: none"> <li>Develop a response appropriate for the intended audience.</li> <li>Omit casual language.</li> <li>Use correct spelling and grammar.</li> </ul>
	<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> formal style, argument, support, claim, relevant evidence		

## College- and Career-Readiness Standards for English Language Arts

Seventh Grade			
CCR.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.			
<b><u>W.7.2f</u></b>  <b>Provide a concluding statement or section that follows from and supports the information or explanation presented.</b>	Desired Student Performance		
	A student should know (Prerequisite Knowledge)	A student should understand (Conceptual Understanding)	A student should be able to do (Evidence of Knowledge)
	<ul style="list-style-type: none"> <li>Conclusions wrap up what has been discussed throughout the paper.</li> <li>The concluding section should support the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>Providing support for the information presented will convince the reader that the information presented is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Include a concluding statement or section that restates the topic.</li> <li>Include a concluding statement or section that supports the information presented.</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> concluding statement, concluding section, support, information, explanation			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<b><u>W.7.3a</u></b>	<b>Desired Student Performance</b>		
<b>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.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to orient the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>• How to organize an event sequence that unfolds naturally.</li> <li>• How to write a narrative in which he or she recounts a well-elaborate event or short sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; and provides a sense of closure.</li> <li>• A narrative tells a story.</li> <li>• A narrator is the person who tells the story of events.</li> <li>• A narrative includes a setting, characters, and a plot.</li> <li>• The plot of a narrative is made up of the events that take place in a story (e.g., the exposition,</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a context will let the reader know what the essay is about.</li> <li>• Organizing an event sequence that unfolds naturally and logically will allow the reader the opportunity to get engaged with the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a graphic organizer to plan the context, setting, introduce the characters, and logically sequence the plot.</li> <li>• Develop an engaging context to hook the reader into the narrative.</li> <li>• Establish a point of view.</li> <li>• Determine how he or she will begin the narrative.</li> <li>• Introduce the narrator and characters.</li> <li>• Organize an event sequence that unfolds naturally and logically.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<p>rising acting, conflict, climax, turning point, falling action, solution/resolution).</p> <ul style="list-style-type: none"> <li>• The conflict is the central problem that drives the action of a narrative.</li> <li>• The setting of a narrative is the time and place in which the events of the narrative take place.</li> <li>• The characters of a narrative are the people, animals, or other things in the story.</li> <li>• The point of view is the perspective, or view from which the narrator tells the story.</li> <li>• A story can be told in first person point of view; first person means a character in the story is telling the story.</li> <li>• A story can be told in third person point of view.</li> <li>• There are three types of third person point of view. <ul style="list-style-type: none"> <li>○ Third person omniscient</li> <li>○ Third person limited</li> <li>○ Third person objective</li> </ul> </li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> engage, orient establish a context, point of view, first person, third person omniscient, third person limited, third person objective, introduce, narrator, characters, event, sequence, logically, effective technique, relevant descriptive details, well-structured event sequences</p>			



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<b><u>W.7.3b</u></b>	<b>Desired Student Performance</b>		
<p><b>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• How to use narrative techniques such as dialogue, description, and pacing, to develop experiences and events.</li> <li>• Narrative techniques include dialogue, pacing, and description.</li> <li>• Dialogue is a conversation between two or more people.</li> <li>• Pacing is the manipulation of time.</li> <li>• Pacing moves the events of the narrative forward.</li> <li>• Description is a way to give details about events, people, and experiences.</li> <li>• How to use dialogue and descriptions of actions, thoughts, and feelings to develop characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative techniques such as dialogue, description, and pacing, assist in developing complex characters.</li> <li>• Dialogue, pacing, and description work together and/or individually to drive the action and push the plot toward a resolution/solution.</li> <li>• Pacing is important to a narrative to assist the development of the plot by allowing the events to flow naturally.</li> <li>• Description provides a spoken or written representation of a person, experience or an event.</li> <li>• Dialogue is important to the development of the character and events in a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Include techniques such as dialogue, pacing, and description to develop the characters' experiences.</li> <li>• Include techniques such as dialogue, pacing, and description to develop the events in the plot.</li> <li>• Include techniques such as dialogue, pacing, and description to develop complex characters.</li> <li>• Focus on a short period for the narrative that allows the student to develop the experiences, events, and characters in a complex, engaging manner.</li> <li>• Include pacing that allows the events and experiences to flow and unfold naturally.</li> <li>• Include detailed description to provide the reader a visual</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>How to use narrative techniques such as dialogue, description, and pacing, to show the responses of characters to situations.</li> </ul>		image of the events, experiences, and or characters in the story.
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> narrative techniques, dialogue, pacing, description, experiences, events, characters, effective technique, descriptive details, well-structured sequences			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<b><u>W.7.3c</u></b>	<b>Desired Student Performance</b>		
<b>Use variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• Transition words, phrases, and clauses connect ideas and paragraphs.</li> <li>• Transitional words will signal exceptions, time, repetition, summary, or conclusion, emphasis, or give examples.</li> <li>• Sequencing is the order in which things happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions unify writing into a whole piece.</li> <li>• Transitions connect ideas and paragraphs.</li> <li>• Transitions connect corresponding paragraphs.</li> <li>• Transition words assist writers in developing relationships among claims and reasons.</li> <li>• There are many transition words that convey sequence, time, chronology (e.g., after, as soon as, before, initially, now, immediately, meanwhile, when we finished, soon after, before long, suddenly, later on).</li> <li>• Transitions help readers understand how ideas and paragraphs work together.</li> <li>• Transitions help readers understand that ideas and</li> </ul>	<ul style="list-style-type: none"> <li>• Include a variety of transition words, phrases, and/or clauses that provide logical transitions in their writing.</li> <li>• Annotate his or her writing for inclusion of transitions that link one event and/or paragraph to another are included.</li> <li>• Annotate his or her writing for inclusion of signal shifts from one time frame to another to ensure the plot is moving forward.</li> <li>• Include signal shifts to introduce a flashback if appropriate to the context of the narrative.</li> <li>• Use transition words to link one setting to another in appropriate to the context of the narrative.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

		<p>paragraphs reference one another.</p> <ul style="list-style-type: none"> <li>• Transitions help readers understand that narratives build from a small point to a larger point.</li> <li>• Transitions create logical progressions for the reader in order to help the writer get the point across.</li> <li>• A flashback occurs when a writer interrupts a sequenced narrative to include an event from an earlier time.</li> <li>• Effectively inserting a flashback signals a time shift from one time frame to another.</li> <li>• A narrative can have more than one setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Give and receive peer feedback on the inclusion of transitions to signal shifts from one time frame to another.</li> <li>• Give and receive peer feedback on the inclusion of transitions to signal shifts from one setting to another setting.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> variety, transition words/phrases/clauses, convey, sequence, signal shifts, time frame, flashback, setting</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<b><u>W.7.3d</u></b>	<b>Desired Student Performance</b>		
<p><b>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• How to use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• How to provide a sense of closure in a narrative.</li> <li>• Precise language is language that uses the right words to convey the exact message.</li> <li>• Descriptive details convey a clear picture of an idea.</li> <li>• Sensory details are details that deal with the senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Writers should choose precise words based on the effect they want to achieve in the reader.</li> <li>• Choosing words for their specific connotations assists the reader in determining the mood of the passage and the tone of the writer.</li> <li>• Tone is how the author chooses to present the writing (e.g., style, word choice).</li> <li>• There are many possible tones a writer can use (e.g., serious, humorous, amused, angry, playful, neutral, ironic, suspicious, witty).</li> <li>• Mood is the feeling a piece of literature evokes in a reader.</li> <li>• There are many possible moods a reader can feel (e.g., optimistic, gloomy, happy,</li> </ul>	<ul style="list-style-type: none"> <li>• Include words that are precise to convey experiences and events and evoke feelings in the reader.</li> <li>• Include relevant descriptive details to convey experiences and events.</li> <li>• Include sensory language to help create an image in the reader's mind of experiences and events in the narrative.</li> <li>• Annotate his or her writing for precise words, descriptive details, and sensory language.</li> <li>• Give and receive peer feedback on the inclusion of precise words, descriptive details, and sensory language.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

		<p>peaceful, sorrowful, mournful).</p> <ul style="list-style-type: none"> <li>• Precise language will help the reader understand the writer's topic.</li> <li>• Descriptive details provide a spoken or written representation of a person, experience or an event.</li> <li>• Sensory details create visual images for the reader.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  precise words, precise phrases, relevant descriptive details, sensory language, tone, mood, connotation, convey, experiences, events, narratives, effective technique</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<u><b>W.7.3e</b></u>	<b>Desired Student Performance</b>		
<p><b>Provide a conclusion that follows from the narrated experiences or events.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>How to provide a conclusion that follows the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions inform the reader of the resolution or solution.</li> <li>A conclusion brings the narrative to a close (e.g., shows what was learned through the experience or event by the narrator or another character, connects the event to a larger meaning, provides a reflection of the experience or event).</li> </ul>	<ul style="list-style-type: none"> <li>Include a concluding statement or section that follows from the narrated events or experiences and brings the narrative to a close.</li> <li>Give and receive peer feedback on the inclusion of an appropriate conclusion.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

provide, conclusion, narrated experiences, narrated events

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

#### **W.7.4**

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

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Coherent writing is logically ordered, well-organized and connected, and easy to understand.
- Text structure is how the information within the text is written or organized.
  - Narration
  - Description
  - Process
  - Definition
  - Division and classification
  - Compare and contrast
  - Analogy
  - Cause and effect
- A writer's style is the way he or she chooses language to convey ideas.
- Style includes the author's voice, tone, and word choice.
- A task is an assigned piece of work to be completed.
- There must be a purpose for writing.

##### **A student should understand (Conceptual Understanding)**

- The assigned task must be addressed in the writing.
- Considering the purpose of the writing will assist the writer in the organization of the writing. Determining the audience will be helpful when developing the subject.

##### **A student should be able to do (Evidence of Knowledge)**

- Present writing in a clear, coherent manner.
- Address the assigned task.
- Use language appropriate to the task, purpose, and audience.
- Give and receive peer feedback on development, organization, style, task purpose, audience for a variety of pieces of writing.



## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ Entertain</li> <li>○ Inform/explain</li> <li>○ Express feelings/ideas</li> <li>○ Persuade</li> <li>○ Description</li> <li>● Audience refers to the intended readers of the piece or listeners to the piece.</li> <li>● Attending to the audience and purpose assists the reader in determining appropriate language (formal, informal).</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> produce, clear and coherent writing, development, organization, style, appropriate, task, purpose, audience, formal, informal			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

#### **W.7.5**

**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- A peer is someone who is of equal standing.
- The steps of writing include planning, revising, editing, re-writing, or trying a new approach.
- Planning allows the student the opportunity to gather ideas, brainstorm, and map out thoughts and make decisions about the content of a piece.
- Revising is altering something that has already been written or printed in order to improve, update or make corrections.
- Editing is correcting written work, checking for grammar, spelling, or punctuation errors.
- Command of the conventions of standard English grammar and its usage.

##### **A student should understand (Conceptual Understanding)**

- Receiving guidance and support from peers and adults will help the development of and strengthen the writing by giving the writer an opportunity to write for an audience.
- Using the writing process will help develop the writer's piece.
- Using the writing process will help strengthen the writer's writing.

##### **A student should be able to do (Evidence of Knowledge)**

- Ask for and receive guidance and support from peers and adults for pieces of writing.
- Make changes to pieces of writing, based on the feedback from peers and teachers to strengthen writing.
- Demonstrate command of the conventions of standard English grammar and usage.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Request peer or adult feedback on the conventions of standard English and edit pieces of writing accordingly.
- Demonstrate knowledge of language and its conventions, capitalization, punctuation, and spelling.

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Command of the conventions of standard English capitalizations, punctuation, and spelling.</li> <li>• Have knowledge of language.</li> <li>• Rewriting is to write again.</li> <li>• Audience refers to the people who will read the writer's response.</li> <li>• The purpose is the reason the writer writes a piece.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> guidance, support, peers, adults, develop, strengthen writing, planning, revising, editing, rewriting, new approach, purpose, audience			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

#### **W.7.6**

**Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Technology consists of electronic and web-based tools and applications used to access, analyze, and evaluate information.
- The Internet is a global system of interconnected computer networks.
- Produce means to create something.
- Publishing is the final step in the writing process then the writer shares the work with others.
- Keyboarding skills are necessary for using both word processing software and database software.
- Collaborate means to work cooperatively with other and interact with others.
- How to type a minimum of three pages in a single sitting.

##### **A student should understand (Conceptual Understanding)**

- The student's writing will be produced using technology (e.g., PowerPoint, Prezi,).
- The student's writing will be published through technology (e.g., classroom blogs, classroom webpages).
- *Link to sources* means to include a hyperlink to the website resource used in part/all of the presentation.
- Linking the sources to the writing will show the reader the direct connections in the writing.
- Citing sources identifies and credits the source from which the information came.
- Citing sources will allow the reader to verify that the information given is supported by a reliable source.

##### **A student should be able to do (Evidence of Knowledge)**

- Produce writing using technology.
- Publish writing through technology.
- Type a minimum of three pages in a single sitting.
- Collaborate with others to retrieve information and/or publish information.
- Provide a link to sources within the presentation/publication.
- Cite sources.

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Single sitting means one period during which someone completes an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with others provides many positive opportunities for students (e.g., make and receive suggestions, assist others and receive assistance, coproduce products and tasks).</li> <li>• The writing must be produced using technology.</li> <li>• The writing must be published through technology.</li> <li>• Interacting and collaborating with others will allow the writer to have an ample amount of information on the topic.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> technology, Internet, produce, publish, collaborate, demonstrate, sufficient command of keyboarding skills, link to sources, cite sources, single sitting</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.7: Conduct short as well as more sustained research projects based on focused quotations, demonstrating understanding of the subject under investigation.**

<u><b>W.7.7</b></u>	<b>Desired Student Performance</b>		
<b>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to conduct short research projects, using several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• A research project is an organized study to discover facts about a particular topic.</li> <li>• Sources are people, places, or things that provide information.</li> <li>• An inquiry is a request for information.</li> <li>• An investigation is conducted to find out the facts about something.</li> </ul>	<ul style="list-style-type: none"> <li>• Researching a topic will answer questions that the reader may have.</li> <li>• Using several sources will provide more support for the research topic.</li> <li>• Several sources will help verify answers to the research questions.</li> <li>• Based on the information found, additional research and investigations may be needed.</li> <li>• Students utilize an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct short research projects that answer a question.</li> <li>• Use several sources when conducting research.</li> <li>• Generate additional questions for further research and investigation, based on the information found.</li> <li>• Use a graphic organizer to organize and maintain the information from resources.</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> conduct, research project, several sources, refocusing, inquiry, research, sources, generate, focused questions, research, investigation			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.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.**

<b><u>W.7.8</u></b>	<b>Desired Student Performance</b>		
<b>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.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to recall relevant information from experiences or gather relevant information from print and digital sources.</li> <li>• Digital sources are sources that are available in electric form, readable and manipulated by computer.</li> <li>• How to summarize or paraphrase information in notes and finished work.</li> <li>• How to provide a list or sources.</li> <li>• How to quote a source correctly within his or her writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Information can be gathered from print and digital sources.</li> <li>• Sources are considered credible when they are trustworthy, accurate, and reliable.</li> <li>• Paraphrase means to rephrase an author's idea in different words.</li> <li>• Information from sources should be used without plagiarizing.</li> <li>• Plagiarism is the use of ideas or writings of another author, representing them as one's original work.</li> <li>• Providing bibliographic information about sources will give the author of the information credit. A quote is a repeat or copy of someone else's statement or thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from several print and digital sources.</li> <li>• Assess the credibility of the source by the author, the author's purpose, and the date of the information.</li> <li>• Quote directly from a source and provide credit to the author by providing basic bibliographic information using an appropriate standard format.</li> <li>• Paraphrase information from others while avoiding plagiarism and providing basic bibliographic information using an appropriate standard format.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

		<ul style="list-style-type: none"> <li>• Bibliographic information consists of sources that are consulted by a writer while conducting research.</li> <li>• Credible sources are sources worthy of confidence or belief.</li> <li>• Students utilize an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA.</li> </ul>	
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> multiple print sources, digital sources, search terms, credibility, quote, paraphrase, plagiarism, citation			



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.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.**

<b><u>W.7.9a</u></b>	<b>Desired Student Performance</b>		
<p><b>Apply grade 8 Reading standards to literary texts (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”).</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• How to 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.</li> <li>• How to compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</li> <li>• How to describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.</li> <li>• Evidence is information that shows, proves, or gives reasons for making a judgment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence to support analysis, reflection, or research must be retrieved from literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a written response to questions based on Reading for Literature Standards 2–9.</li> <li>• Support written responses to questions based on Reading for Literature Standard 1.</li> <li>• Include evidence from literary texts that supports analysis, reflection, and research.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Literary texts are written works such as a novel, poem, or play.</li> <li>• Support is used to show that an idea, statement, or theory is true or correct.</li> <li>• Analysis means to separate into parts in order to determine what something is or how it works.</li> <li>• Reflection is done to consider the thoughts on a topic or literary work.</li> <li>• Research is the careful investigation or study of a topic.</li> <li>• Have knowledge of Grade 7 reading standards for literature.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> evidence, literary texts, informational texts, support, analysis, reflection, research, reading standards to literature			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.W.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.**

<b><u>W.7.9b</u></b>	<b>Desired Student Performance</b>		
<p><b>Apply grade 7 Reading standards to literary nonfiction and/or informational texts (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”).</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• How to 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.</li> <li>• How to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>• Evidence is information that shows, proves, or gives reasons for making a judgment.</li> <li>• Informational texts are written selection intended to explain an idea, topic, or process.</li> <li>• Support is used to show that an idea, statement, or theory is true or correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence to support analysis, reflection, or research must be retrieved from informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a written response to questions based on Reading for Literature and Reading for Information Standards 2–9.</li> <li>• Support written responses to questions based on Reading for Literature and Reading for Information Standard 1.</li> <li>• Include evidence gathered from informational texts that supports analysis, reflection, and research.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Analysis means to separate into parts in order to determine what something is or how it works.</li> <li>• Reflection is to consider the thoughts on a topic or literary work.</li> <li>• Research is the careful investigation or study of a topic.</li> <li>• Have knowledge of Grade 7 reading standards for literary nonfiction.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> evidence, literary texts, informational texts, support, analysis, reflection, research, literary nonfiction			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

#### W.7.10

**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

#### Desired Student Performance

##### A student should know (Prerequisite Knowledge)

- Routine is a sequence of actions regularly followed.
- Time frames are periods of time.
- Research is the careful investigation or study of a topic.
- Reflection is done to consider the thoughts on a topic or literary work.
- Revision is a step in the writing process used to correct or improve the original work.
- Single sitting is a limited period of activity without stopping.
- Discipline-specific tasks are tasks related to a specific branch of knowledge.

##### A student should understand (Conceptual Understanding)

- Writing should be done regularly.
- Writing will have to be produced during different time frames.
- Writing will be produced for a range of discipline-specific tasks.
- Writing will be produced for a range of purposes.
- Writing will be produced for a range of audiences.

##### A student should be able to do (Evidence of Knowledge)

- Write routinely over extended time frames and shorter time frames.
- Produce writing for a range of discipline-specific tasks.
- Produce writing for a range of purposes.
- Produce writing for a range of audiences.

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"><li>• Purpose is the intended or desired result of a piece of written or spoken material.</li><li>• Audiences are the people for whom a selection is written or performed.</li></ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> routinely, extended time frames, shorter time frames, discipline-specific tasks, purposes, audiences			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<u><b>SL.7.1a</b></u>	<b>Desired Student Performance</b>		
<p><b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• A good communicator is able to express his or her ideas effectively and listen actively.</li> <li>• How to come to discussions prepared, having read required material.</li> <li>• How to use evidence to support ideas shared in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes it is necessary to prepare for a discussion by researching the topic, text, or issue to be discussed.</li> <li>• Reading required material prepares them for discussion of the text.</li> <li>• How to identify key ideas from researched material on the topic, text, or issue under discussion.</li> <li>• How to use evidence to support ideas shared in a discussion.</li> <li>• How to formulate comments, questions, and responses on ideas under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide evidence of reading/studying required material through note-taking and/or annotation of the text.</li> <li>• Participate in discussions on the required material, citing evidence from the text to support comments on the text.</li> <li>• Ask questions that require a deeper probing of ideas presented in the text.</li> <li>• Provide comments that offer a differing perspective or reflection of the topic or ideas under discussion.</li> <li>• Develop comments, questions, and responses based on evidence.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

discussion, researched, evidence, probe

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<u><b>SL.7.1b</b></u>	<b>Desired Student Performance</b>		
<b>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to follow agreed-upon rules of a collegial discussion.</li> <li>• The importance of setting goals and deadlines for collegial discussions.</li> <li>• How to define individual roles for group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• How to set goals and deadlines, and then track progress.</li> <li>• How to assign and assume individual roles in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Continually demonstrate the ability to follow established rules for participating in collegial discussions (e.g., listen actively and attentively, do not monopolize discussion, ask for clarification, respect every member).</li> <li>• Within a collegial discussion, remain on task and track progress toward achieving the instructional goal(s) set forth by the teacher within the established time frame.</li> <li>• Participate in small-group discussions and effectively carry out assigned role (e.g., leader, recorder, reporter, illustrator, time keeper).</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> collegial, discussion, track, goals, deadlines, roles			



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<u><b>SL.7.1c</b></u>	<b>Desired Student Performance</b>		
<b>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.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>How to pose and respond to specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>How to create questions that elicit elaboration from their peers during a discussion.</li> <li>How to respond to questions and comments with relevant details.</li> <li>How to track the progress of a discussion and recognize when the discussion is getting off topic.</li> </ul>	<ul style="list-style-type: none"> <li>In a one-on-one, small-group, or whole-group setting, ask questions about a topic, text, or issue under discussion that require classmates to elaborate on their answers by providing specific details and relevant observations from the text.</li> <li>In a one-on-one, small-group, or whole-group setting, answer questions about a topic, text, or issue under discussion by elaborating on specific details and relevant observations from the text.</li> <li>Bring a discussion back on topic as needed by posing a relevant question.</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> pose, elicit, elaboration, relevant, observations			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

<u><b>SL.7.1d</b></u>	<b>Desired Student Performance</b>		
<b>Acknowledge new information expressed by others and, when warranted, modify their own views.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.</li> <li>• Group discussions can be a powerful way to gain new understanding.</li> <li>• Reflecting and paraphrasing information helps you better understand the key ideas expressed in a discussion.</li> <li>• Paraphrasing means to express the meaning of another person's writing and/or speaking using different words.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to allow your views to be flexible.</li> <li>• How to acknowledge the key ideas presented by others in a discussion and integrate those key ideas with their own when warranted.</li> </ul>	<ul style="list-style-type: none"> <li>• In one-on-one, small group, or whole group settings, review new information expressed by classmates.</li> <li>• In one-on-one, small-group, or whole-group settings, paraphrase other classmates' ideas and perspectives.</li> <li>• In one-on-one, small group, or whole group settings, reflect on others' ideas and affirm or, when warranted, adjust his or her own ideas.</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> acknowledge, information, expressed, warranted, modify, views			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

#### **SL.7.2**

**Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- By interpreting information presented in diverse media and formats, you develop a stronger understanding of the topic, text, or issue under study.
- Interpreting information requires students to attend closely to the format in which the information is presented.
- Interpreting information means explaining what the information means.
- Diverse media and formats refer to the different types of media and formats available.
  - Visual (e.g., video clips, graphics, diagrams, photographs, illustrations, digital storytelling, web page, blog, images, political cartoons, maps, magazines, timelines)
  - Quantitative (e.g., bar graphs, line graphs, pie charts, box plots, tables, spreadsheets, histograms)

##### **A student should understand (Conceptual Understanding)**

- How to identify and analyze the main idea and supporting details presented in a variety of media and formats.
- Ideas presented in diverse media and formats should help to clarify the topic, text, or issue under study.

##### **A student should be able to do (Evidence of Knowledge)**

- Determine the main idea and supporting details of information presented through a variety of media and formats.
- Analyze the main idea and details of the information presented through a variety of media and formats to explain how the ideas help to make a topic, text, or issue under study more clear.
- Participate in a discussion of how ideas presented in diverse media and formats helps to clarify the topic, text, or issue under study.
- Summarize the information presented in diverse media and formats.
- Discuss and explain how visual, quantitative, and oral formats contribute differently to a topic, text, or issue.
- Paraphrase the information presented in diverse media and formats.

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ Orally (e.g., discussion, interview, radio, television, teleconference, presentations, speeches, audio recordings)</li> <li>• How to summarize a written text orally.</li> <li>• How to summarize information presented through various forms of media and various formats (visually, quantitatively, orally).</li> <li>• How to paraphrase portions of a read-aloud text orally.</li> <li>• How to paraphrase information presented through various forms of media and various formats (visually, quantitatively, orally).</li> <li>• How to determine the main ideas and supporting details of a read-aloud text.</li> <li>• How to determine the main idea and supporting details of information presented in various media and formats (visually, quantitatively, orally).</li> <li>• How to recount or describe key ideas and details from a read-aloud text.</li> <li>• How to recount or describe key ideas and details from information presented orally or through other media.</li> </ul>		
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> analyze, main ideas, supporting details, diverse media and formats, visually, quantitatively, orally, explain, clarify, topic, text, issue			

## College- and Career-Readiness Standards for English Language Arts

interpret, contributes			
<b>Seventh Grade</b>			
<b>CCR.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric.</b>			
<b><u>SL.7.3</u></b>  <b>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b>	<b>Desired Student Performance</b>		
	<b>A student should know (Prerequisite Knowledge)</b> <ul style="list-style-type: none"> <li>• Delineate means to outline, trace, or describe.</li> <li>• The difference between a claim that is supported with reasons and evidence opposed to a claim this is unsupported.</li> <li>• How to identify a speaker's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence).</li> <li>• A speaker uses reasons, facts, statistics, details, etc. to support his or her arguments for a claim or claims.</li> <li>• A claim is a statement of opinion the writer or speaker is trying to prove.</li> <li>• Argument(s) is how the speaker supports his claim(s);</li> </ul>	<b>A student should understand (Conceptual Understanding)</b> <ul style="list-style-type: none"> <li>• The difference between sound and unsound reasoning.</li> <li>• Sound reasoning is based on facts, statistical data, credible sources, etc.</li> <li>• Unsound reasoning refers to evidence presented from non-credible sources such as, blogs, self-authored cites, opinions, etc., or evidence that is not directly connected to the idea.</li> <li>• Some arguments may not be relevant (not appropriate or not closely connected) to the claim.</li> <li>• Some of the evidence presented may not be sufficient; the argument presented may be weak details that do not provide</li> </ul>	<b>A student should be able to do (Evidence of Knowledge)</b> <ul style="list-style-type: none"> <li>• Provide an outline of a speaker's claim(s) and supporting arguments (main points).</li> <li>• Provide an evaluation of whether or not a claim is supported by reasons and evidence.</li> <li>• Provide an evaluation of whether or not the evidence and reasoning presented is sound.</li> <li>• Provide an evaluation of whether or not the evidence presented is relevant and sufficient.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

	<p>argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim.</p>	<p>adequate support for the claim.</p> <ul style="list-style-type: none"> <li>• Sufficient refers to enough or adequate.</li> <li>• How to identify the speaker's purpose and audience by analyzing the content and delivery.</li> <li>• Evaluate refers to making a judgment.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> delineate, argument, claims, evaluating, evaluation, soundness, sound reasoning, unsound reasoning, relevance, relevant, sufficient, sufficiency, evidence, distinguish, supported claim, unsupported claim</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

#### **SL.7.4**

**Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to plan and deliver presentations.
- How to sequence ideas logically.
- The importance of separating pertinent information from impertinent information when presenting claims and findings.
- Pertinent refers to whether or not the description, facts, and details clearly relate to or are relevant to the claim or findings under discussion.
- Accentuating a main idea or theme means to present information that emphasizes a main idea or theme by using details, facts, gestures, and body language.

##### **A student should understand (Conceptual Understanding)**

- How to determine salient points and pertinent descriptions, facts, details, and examples in order to emphasize them in a presentation.
- How to arrange claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner.
- A salient point refers to a prominent or obvious detail or feature.
- Coherent manner means to express the salient points in a clear, logical, and well-organized way.

##### **A student should be able to do (Evidence of Knowledge)**

- 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 when presenting.

## College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• The importance of using appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• How to report on a topic or present an opinion in an organized manner.</li> <li>• How to sequence ideas logically.</li> <li>• How to use appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>• How to speak clearly at an understandable pace.</li> <li>• How to tell a story in an organized manner, using appropriate facts and relevant, descriptive details to support main idea or theme.</li> <li>• How to recount an experience in an organized manner.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  present claims, present findings, salient points, focused, coherent, sequencing, logically, pertinent, description, fact, detail, accentuate, main idea, themes, appropriate eye contact, adequate volume, clear pronunciation</p>			



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

<u><b>SL.7.5</b></u>	<b>Desired Student Performance</b>		
<p><b>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• How to identify a speaker's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence).</li> <li>• A speaker uses reasons, facts, statistics, details, etc. to support his or her arguments for a claim or claims.</li> <li>• A claim is a statement of opinion the writer or speaker is trying to prove.</li> <li>• Argument(s) is how the speaker supports his claim(s); argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim.</li> <li>• Including multimedia and visual components can help the audience understand the main idea and key details of his or her report.</li> <li>• How to select appropriate multimedia components (e.g.,</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• Which parts of his or her presentation could use clarification or emphasis.</li> <li>• How to select multimedia components/visual displays that add meaning to his or her presentation.</li> <li>• A salient point refers to a prominent or obvious detail or feature.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Select multimedia components that help to clarify claims and findings to oral presentations and emphasize salient points.</li> <li>• Create and add multimedia components that help to clarify claims and findings and emphasize salient points in a presentation.</li> <li>• Design and create a visual display to include in an oral presentation that helps to clarify claims and findings and emphasize salient points.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

	<p>graphics, images, music, sound, etc.) that best clarify information in a presentation.</p> <ul style="list-style-type: none"> <li>• How to select appropriate visual displays that best clarify information in a presentation.</li> <li>• Adding multimedia (e.g., graphics, sound) and visual displays to a presentation can enhance the development of main ideas or themes.</li> <li>• How to create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace.</li> <li>• How to add visual displays to a presentation to emphasize or enhance certain facts or details.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> multimedia, components, graphics, images, music, sound, visual displays, presentations, clarify, claim, findings, emphasize, salient point</p>			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

<b><u>SL.7.6</u></b>	<b>Desired Student Performance</b>		
<b>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.)</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• Language should be adjusted depending on whom he or she is speaking to and the specific occasion, context or task.</li> <li>• How to determine if formal or informal English is appropriate in a given setting and audience.</li> <li>• How to identify formal and informal settings.</li> <li>• The qualities of formal and informal speech.</li> <li>• How to differentiate between contexts or situations that call for formal English and contexts or situations where informal English is appropriate.</li> <li>• How to speak in complete sentence when asked to provide requested details, information, or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Language should be adjusted depending on audience and the specific occasion, context or task.</li> <li>• How to determine if formal or informal English is appropriate in a given setting and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately adapt speech for a variety of contexts and tasks.</li> <li>• Based on audience, context, and task, determine when formal or informal language should be used.</li> <li>• Demonstrate correct usage of formal English when indicated.</li> </ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> adapt, speech, variety, contexts, tasks, formal English, appropriate, situation			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

<b><u>L.7.1a</u></b>	<b>Desired Student Performance</b>		
<b>Explain the function of phrases and clauses in general and their function in specific sentences.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>Phrases and clauses are groups of words that give information in a sentence.</li> <li>A phrase cannot stand alone because it does not contain both a subject and a predicate.</li> <li>A clause is a group of words that contains both a subject and a predicate. There are two types of clauses.               <ul style="list-style-type: none"> <li>Independent clauses can stand alone as a sentence.</li> <li>A dependent clause cannot stand alone as a sentence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Some phrases and clauses function like adjectives. They modify a noun or a pronoun in a sentence.</li> <li>Some phrases and clauses function like adverbs. They modify a verb, an adjective or another adverb in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of phrases in general and in specific sentences.</li> <li>Explain the function of clauses in general and in specific sentences.</li> <li>Choose phrases and clauses correctly when writing or speaking.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

phrases, clauses, function, subject, predicate, independent clauses, dependent clauses, adjectives, noun, pronoun, adverbs, verb

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

<b><u>L.7.1b</u></b>	<b>Desired Student Performance</b>		
<p><b>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></p>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• How to produce simple, compound, and complex sentences.</li> <li>• An independent clause can stand alone as a sentence.</li> <li>• A dependent clause cannot stand alone as a sentence and must be paired with an independent clause.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing can be improved by using different sentence types.</li> <li>• A simple sentence contains one independent clause.</li> <li>• A compound sentence contains two or more independent clauses that are joined by a comma and a coordinating conjunction, a semicolon, or a semicolon with a conjunctive adverb and a comma.</li> <li>• A complex sentence has one independent clause and one or more dependent clauses.</li> <li>• A compound-complex sentence contains two or more independent clauses and one or more dependent clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose among sentence types to signal differing relationships among ideas when writing or speaking.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

simple sentence, compound sentence, complex sentence, compound-complex sentence, differing, relationships, independent clause, dependent clause

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

#### **L.7.1c**

**Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Phrases and clauses are groups of words that provide information in a sentence.
- A modifier is a word, phrase, or clause that changes, or modifies, the meaning of some part of a sentence.

##### **A student should understand (Conceptual Understanding)**

- A misplaced modifier occurs when a word, phrase, or clause is placed too far away from the word it modifies.
- A dangling modifier occurs when a word, phrase, or clause modifies an unintended or non-existent word due to its place in a sentence.

##### **A student should be able to do (Evidence of Knowledge)**

- Identify and correct misplaced and dangling modifiers when writing or speaking.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

phrases, clauses, misplaced modifier, dangling modifier

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

#### **L.7.2a**

Use a comma to separate coordinate adjectives (e.g., **It was a fascinating, enjoyable movie – but not He wore an old [,] green shirt**).

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- An adjective describes a noun by answering one of the following questions:
  - What kind?
  - How many?
  - Which one?
- An adjective can be a single word, a phrase, or clause.

##### **A student should understand (Conceptual Understanding)**

- Coordinate adjectives are two or more adjectives that modify the same noun.
- Coordinate adjectives equally modify the noun, but they do not modify one another.
- A comma should separate coordinate adjectives.

##### **A student should be able to do (Evidence of Knowledge)**

- Use a comma to separate coordinate adjectives.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

comma, coordinate adjectives

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.7.2b**

**Spell correctly.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How to consult reference materials, as needed, to check the spelling of a word.

**A student should understand  
(Conceptual Understanding)**

- Effective communication of ideas when writing or speaking relies on the appropriate usage of the conventions of standard English.

**A student should be able to do  
(Evidence of Knowledge)**

- Spell grade-level words correctly.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

spell, correctly



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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.**

#### **L.7.3a**

**Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to vary sentence patterns for meaning, reader/listener interest, and style.
- How to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- How to use words and phrases to convey ideas precisely.
- How to distinguish the literal and nonliteral meaning of words and phrases in context (e.g., take steps).

##### **A student should understand (Conceptual Understanding)**

- One way to make writing more effective is to make the ideas precise.
- Removing unnecessary words can make his or her writing more precise and concise.

##### **A student should be able to do (Evidence of Knowledge)**

- Choose language that expresses ideas precisely and concisely.
- Recognize and eliminate wordiness and redundancy.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

express, precisely, concisely, eliminating, wordiness, redundancy, sentence patterns, style, expand, combine, reduce, convey, literal, nonliteral

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

<b><u>L.7.4a</u></b>	<b>Desired Student Performance</b>		
<p><b>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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>Context clues are words and phrases in the text that give hints to a word's meaning.</li> <li>There are several types of context clues readers can look for when trying to figure out unfamiliar text. Many of the types have signal words.               <ul style="list-style-type: none"> <li>Definition (e.g., is, means, are, or)</li> <li>Example (e.g., such as, like, for example)</li> <li>Restatements (e.g., or, that is, in other words, which is)</li> <li>Cause/effect (e.g., as a result, because)</li> <li>Comparison/contrast (e.g., although, similarly, like, unlike)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The overall meaning of a sentence or a paragraph can be used to determine the meaning of a word or phrase.</li> <li>A word's position and function in a sentence can be used to derive word meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use the overall context of sentence or paragraph to determine the meaning of an unknown word or phrase.</li> <li>Use a word's position and function in a sentence to determine the meaning of an unknown word or phrase.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

context, definition, example, restatement, cause/effect, comparison/contrast, position, function

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

<b><u>L.7.4b</u></b>	<b>Desired Student Performance</b>		
<p><b>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>• Adding an affix (prefix or suffix) to a root word forms many English words.</li> <li>• The root of a word is its basic meaning before an affix is added.</li> <li>• A prefix is a word part added to the beginning of a root to change its meaning.</li> <li>• A suffix is a word part added to the end of a root to change its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• The meanings of grade-appropriate Greek or Latin roots in order to use their meanings as a clue to determine the meaning of unknown words.               <ul style="list-style-type: none"> <li>○ Example: <i>belli</i> means “war”</li> </ul> </li> <li>• The meanings of grade-appropriate Greek and Latin affixes in order to use their meanings as a clue to determine unknown words.               <ul style="list-style-type: none"> <li>○ Examples:                   <ul style="list-style-type: none"> <li>• <i>-ent</i> means “inclined to”</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the meaning of grade-appropriate roots.</li> <li>• Demonstrate knowledge of the meaning of grade-appropriate Greek or Latin prefixes.</li> <li>• Demonstrate knowledge of the meaning of grade-appropriate Greek or Latin suffixes.</li> <li>• Use Greek and Latin affixes and roots to derive word meaning.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
affix, prefix, suffix, root

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

<b><u>L.7.4c</u></b>	<b>Desired Student Performance</b>		
<p><b>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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p>	<p><b>A student should understand (Conceptual Understanding)</b></p>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p>
	<ul style="list-style-type: none"> <li>Reference materials are print or digital resources that give factual information about a word or topic.</li> <li>A dictionary lists words in alphabetical order. Each entry contains the word's pronunciation, part of speech, and definition(s).</li> <li>A glossary is an alphabetical list of words that are used in a book. The glossary also contains the word's pronunciation and part of speech, but the glossary will only provide the definition of the word as it is used in the book.</li> <li>A thesaurus lists synonyms and antonyms for words.</li> </ul>	<ul style="list-style-type: none"> <li>Words can have more than one definition and can function as more than one part of speech.</li> <li>When reading and writing, consult a reference material to determine or clarify a word's meaning or part of speech.</li> </ul>	<p>When writing and speaking:</p> <ul style="list-style-type: none"> <li>Consult a dictionary, either print or digital, to confirm the meaning of a word and to find its pronunciation and part of speech.</li> <li>Consult a glossary of a book, either print or digital, to find a word's pronunciation, part of speech, and to determine the word's meaning in that particular book.</li> <li>Consult a thesaurus, either print or digital, to find synonyms and antonyms of a word.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

reference materials, dictionary, pronunciation, part of speech, definition, glossary, thesaurus, synonym, antonym

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

<b><u>L.7.4d</u></b>	<b>Desired Student Performance</b>		
<b>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).</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"><li>• How to determine the meaning of an unknown word using context clues.</li><li>• How to consult reference materials to determine the meaning of a word.</li></ul>	<ul style="list-style-type: none"><li>• Verifying the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary ensures that you are using words correctly when writing or speaking.</li><li>• Effective readers, writers, and speakers use knowledge of language to acquire, clarify, and appropriately use vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Determine the meaning of a word by checking the inferred meaning in context.</li><li>• Determine the meaning of a word by checking by checking the inferred meaning in a dictionary.</li></ul>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> verify, preliminary, inferred, context			

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.7.5a**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Figurative language is language that goes beyond the literal meaning of the words.
- How to interpret similes, metaphors and personification in context.
  - A simile compares two things using the words *like* or *as*.
  - A metaphor compares two things by stating that one thing is other.
  - Personification is a figure of speech that gives human attributes to something that is non-human.

**A student should understand  
(Conceptual Understanding)**

- An allusion is a reference to a well-known person, place, event, piece of art, or literary work.
- Writers use allusions to make associations in the mind of the reader.

**A student should be able to do  
(Evidence of Knowledge)**

- Interpret figures of speech in context.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

interpret, figures of speech, figurative language, literal, similes, metaphors, compares, personification, attributes, allusion, associations

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.7.5b**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How words are related to one another helps build vocabulary knowledge.
- Synonyms are words that have the same, or nearly the same meaning.
- Antonyms are words that have opposite meanings.

**A student should understand  
(Conceptual Understanding)**

- An analogy shows the relationship between two pairs of words.
- A student should understand that it is important to determine the relationship between the first pair of words in an analogy. Then, the student should apply the same relationship to the second pair of words.
- Synonym/antonyms analogies show relationships in which one word in each pair is the opposite of the other.

**A student should be able to do  
(Evidence of Knowledge)**

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

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

synonym, antonym, analogy

## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.7.5c**

**Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How to determine the explicit meaning of a word.
- How to use word relationships to clarify meaning of a word.
- A word can have different kinds of meanings.

**A student should understand  
(Conceptual Understanding)**

- A word's denotation is its dictionary definition.
- A word's connotation is the feeling or association that it suggests.
- Connotations can be positive, negative, or neutral.

**A student should be able to do  
(Evidence of Knowledge)**

- Determine the connotations of words with similar denotations.
- Choose and use specific words for their connotations to achieve an effect or a specific purpose.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

distinguish, connotation, association, denotation, definition, dictionary, positive, negative, neutral



## College- and Career-Readiness Standards for English Language Arts

### Seventh Grade

**CCR.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 considering a word or phrase important to comprehension or expression.**

#### **L.7.6**

**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- How to identify, understand, and use 6<sup>th</sup> grade general academic and domain-specific terms.
- Certain phrases signal relationships, such as contrast.

##### **A student should understand (Conceptual Understanding)**

- Academic words are words that are used routinely in all types of texts. They often represent subtle or precise ways to say relatively simple things.
- Domain-specific words are words that are specific to a course of study.
- How to use context clues and their knowledge of language to determine a word's meaning in reading, writing, speaking, or listening.

##### **A student should be able to do (Evidence of Knowledge)**

- Provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.
- Use a range of general academic and grade-specific words and phrases accurately.
- Correctly use the general academic and domain specific words that are important to the comprehension of a text.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

academic words, domain-specific words, subtle, precise