

GRADE SEVEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS & DETAILS	7.RI.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Identify inferences from a text Identify explicit information from a text Recognize credible resources/sources 	<ul style="list-style-type: none"> Analyze several pieces of a text to determine what it explicitly says Formulate inferences from textual material 	<ul style="list-style-type: none">
	7.RI.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> Identify two or more central ideas Define and recognize an objective summary 	<ul style="list-style-type: none"> Analyze the development of two or more central ideas Provide an objective summary of the text 	<ul style="list-style-type: none">
	7.RI.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> Identify key ideas about individuals, events, and ideas in a text Analyze the interactions between individuals, events, and ideas in a text 	<ul style="list-style-type: none"> Discuss how ideas influence events Discuss how individuals influence ideas or events 	<ul style="list-style-type: none">

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READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	7.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> Identify figurative, connotative, and technical words and phrases Identify tone in text 	<ul style="list-style-type: none"> Determine the meaning of figurative, connotative, and technical words/phrases Analyze how meaning and tone are impacted by specific word choice 	•
	7.RI.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> Determine how major sections of text contribute to or develop the main idea 	<ul style="list-style-type: none"> Analyze how sentences contribute to, or develop the main idea Analyze how paragraphs contribute to, or develop the main idea Analyze how a chapter/section contributes to, or develops the main idea 	
	7.RI.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none"> Determine the author's point of view or purpose Identify details or examples for developing the point of view or purpose 	<ul style="list-style-type: none"> Explain how the author conveys his/her point of view Make a distinction between the author's point of view and those of others mentioned or implied Contrast how the author distinguishes his/her position from that of others Support your analysis with textual examples 	•

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READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
INTEGRATION OF KNOWLEDGE	7.RI.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<ul style="list-style-type: none"> Recognize characteristics of audio, video, and multimedia versions of text 	<ul style="list-style-type: none"> Describe similarities and differences between various media portrayals of subjects Analyze how the audio, video, or multimedia version of various text portrays the subject 	
	7.RI.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<ul style="list-style-type: none"> Define relevant evidence Define sufficient evidence Define sound reasoning Identify the argument and claims in a text 	<ul style="list-style-type: none"> Trace the argument and specific claims Assess the relevance of evidence for specific claims Assess the sufficiency of evidence for specific claims Assess the soundness of the reasoning Evaluate the argument and specific claims 	•
	7.RI.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> Identify key information by different authors emphasizing different evidence Identify key information by different authors advancing different interpretations of facts 	<ul style="list-style-type: none"> Analyze how texts by different authors shape their ideas by emphasizing different evidence Analyze how texts by different authors shape their ideas by advancing different interpretations of facts 	•
RANGE OF READING	7.RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Identify/understand key ideas and details Identify/understand craft and structure 	<ul style="list-style-type: none"> Comprehend key ideas and details Comprehend craft and structure 	•

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READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS & DETAILS	7.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Theme • Textual evidence/text support • Inference • Prediction • Author's decisions (e.g., word choice, point of view, literary elements, tone, style) • Critical/analytical judgments • Generalizations • Background knowledge • Explicitly stated information • Conclusion 	<ul style="list-style-type: none"> • Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read. • Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives. 	<ul style="list-style-type: none"> • Make, test and revise predictions as they read • Make inferences about author's decisions and literary elements in a text • Identify/cite appropriate text support for inferences about author's decisions and literary elements in a text • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Make critical or analytical judgments to make generalizations • Create self-motivated interpretations of text that are adapted during and after reading • Draw conclusions about characters and events in a text • Identify how author's choices affect theme • Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis
	7.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> • Literary texts • How to summarize • Central/main idea • Theme • Difference between central ideas and supporting details in a story • Characteristics of an effective summary for literary texts (e.g., objective vs. subjective) 	<ul style="list-style-type: none"> • Authors of literary texts include details that help readers determine the theme or central idea. • Good readers create effective summaries that are objective and include central ideas. 	<ul style="list-style-type: none"> • Describe or graphically represent the relationship between central ideas and supporting details. • Determine a theme or central idea of a text • Analyze how particular details reveal a theme or convey the central idea • Summarize a text capturing the most important parts of the original piece • Create an objective summary (excluding personal opinions) • Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text

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KEY IDEAS & DETAILS	7.RL.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> Literary texts How to analyze Story Elements Plot (flashback, climax/ turning point, resolution, foreshadowing) Episodes Conflicts (man vs. man, man vs. nature, etc.) Characters types (e.g., flat/round) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain) Setting (time, place) Mood Drama Elements Acts Scenes Dialogue Character actions, feelings, words, and motivation 	<ul style="list-style-type: none"> Authors make choices about how elements of a story or drama interact. Good readers understand how characters, settings and events in literary texts are related. 	<ul style="list-style-type: none"> Identify and describe the story elements in a literary work Identify and describe elements of drama in a literary work Explain character types and roles Explain how the characters interact to develop the story/drama Explain changes in setting. Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) Explain (tell, write, or graphically represent) how characters, events, setting, and plot elements interact and create mood Analyze the relationships between and among characters, their conflicts, events, setting, and plot elements

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READING LITERATURE				
CRAFT AND STRUCTURE	7.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<ul style="list-style-type: none"> Literary text Word/language choices Context clues Literal/ Denotative meaning Connotative meaning Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) Mood Tone 	<ul style="list-style-type: none"> Authors make purposeful choices to achieve an intended effect within text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). 	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and use genre-specific terms to explain author's language choices Identify and interpret figurative language and literary devices Explain how figurative language and literary devices enhance and extend meaning Explain the impact of specific language choices by the author Explain how authors use language choices to create an effect (e.g., mood and tone) Analyze how specific language choices impact meaning and tone Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
	7.RL.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"> Literary text How to analyze Various forms/structures of a drama (e.g., sentence, chapter, scene, act, soliloquy, stanza) Various forms/structures of a poem (e.g., line, stanza, couplet, ballad, free verse, blank verse, haiku, sonnet) Various patterns of organization (e.g., sequence/chronological order, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) Various aspects of dramatic work (e.g., stage directions, dialogue) Relationships between parts of text and whole text (as indicated by text structures) Genre characteristics Literary elements (e.g., setting, plot, theme, conflict, resolution) 	<ul style="list-style-type: none"> Authors' choices of structures, features, etc. control the theme and the readers' perceptions. Good readers understand that recognizing how a text is structured is one key to making meaning from text. Text structures and features help the writer chunk and organize the information so readers can deconstruct the text. When readers understand the structure of a text, they can more easily make sense of what they read. 	<ul style="list-style-type: none"> Identify genre Identify text features Identify text structures Identify text's purpose and theme Make predictions about text based on its text structures Describe the connections between text structure and the text's purpose and theme Make connections between author's choice of text structure and the text's purpose and theme Explain how structure enhances the text's purpose and theme Describe the relationship between text structure and development of ideas Describe the relationship between form/structure and meaning in text Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

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READING LITERATURE				
CRAFT AND STRUCTURE	7.RL.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> Literary text(s) How to analyze Compare Contrast Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Point of view (e.g., first person, third person, limited, omniscient) Author's view point Similarities and differences between narrator(s) and character(s) Strategies for developing narrative texts(e.g., point of view, character development, dialogue, what information to include and exclude) 	<ul style="list-style-type: none"> An author develops texts by making choices (e.g., how an author develops and contrasts the points of view of different characters or narrators in a text) to achieve his/her purpose. Good readers recognize that an author controls what the reader knows through the choices he/she makes about characters or narrators. 	<ul style="list-style-type: none"> Describe the author's overall purpose for writing a text Describe the differences between various points of view Identify the different characters' or narrators' view points Describe how point of view affects a literary text Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose Analyze how an author develops different characters' or narrators' viewpoints. Analyze how an author contrasts the points of view of different characters or narrators

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INTEGRATION OF KNOWLEDGE & IDEAS	7.RL.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<ul style="list-style-type: none"> • How to analyze • Compare • Contrast • Genre (e.g., story, drama, poem) • Versions of text (e.g., written, audio, filmed, staged, multimedia, print, digital) • Media tools/techniques-Visual (e.g., color, lighting, props, costumes, camera focus, angles in a film) • Media tools/techniques-Oral (e.g., sound effects, music, voice) • Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) 	<ul style="list-style-type: none"> • Authors'/directors' choices impact the readers', listeners', and viewers' understanding of a text. • Good readers' and viewers' understanding of a text is influenced by the unique choices the authors and directors make through different media. 	<ul style="list-style-type: none"> • Identify and explain the visual and multimedia elements in a literary text • Identify and explain the unique choices the author/director makes in relationship to the media • Compare and contrast author's choices in written text to the audio, video or live version of the text • 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 camera
	7.RL.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> • Identify a time, place, or character in an historical account • Identify a time, place, or character in a fictional work 	<ul style="list-style-type: none"> • Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period 	<ul style="list-style-type: none"> •
READING RANGE	7.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Identify/understand key ideas and details • Identify/understand craft and structure 	<ul style="list-style-type: none"> • Comprehend key ideas and details • Comprehend craft and structure 	<ul style="list-style-type: none"> •

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COMMON CORE STANDARDS				
SPEAKING & LISTENING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
COMPREHENSION & COLLABORATION	7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.. <ul style="list-style-type: none"> 7.SL.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 7.SL.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 7.SL.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 7.SL.1d: Acknowledge new information expressed by others and, when warranted, modify their own views. 	<ul style="list-style-type: none"> Identify key ideas from reading material or research Describe components of a collegial discussion and planning Recognize key ideas and new information during discussions 	<ul style="list-style-type: none"> Reflect on discussion topics using evidence Track progress toward specific goals and deadlines, defining individual roles as Needed Justify ideas and responses shared with evidence from text or research and modify when warranted Evaluate new information posed and form personal opinion Formulate comments, questions, and responses based on evidence 	<ul style="list-style-type: none"> Engage in a variety of discussions by listening and sharing acquired and prior knowledge Demonstrate collegial rules during discussion Articulate personal ideas clearly Pose relevant questions that elicit elaboration Respond to questions and comments with relevant details, bringing discussion back on topic as needed Acknowledge new information posed and respond to change viewpoints as needed
	7.SL.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<ul style="list-style-type: none"> Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats 	<ul style="list-style-type: none"> Visually, quantitatively, and orally analyze the main ideas and supporting details presented in diverse media and formats Explain how the ideas clarify the topic, text, and issue studied 	<ul style="list-style-type: none">
	7.SL.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims 	<ul style="list-style-type: none"> Delineate a speaker's argument and specific claims Evaluate the soundness of the speaker's reasoning Evaluate the relevance and sufficiency of the speaker's evidence 	<ul style="list-style-type: none">

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COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	7.SL.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.	<ul style="list-style-type: none"> Identify claims/findings and salient points Identify appropriate eye contact, adequate volume, and clear pronunciation 	<ul style="list-style-type: none"> Determine salient points and pertinent descriptions, facts, details, and examples Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner 	<ul style="list-style-type: none"> Present claims and findings Emphasize salient points Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples Demonstrate appropriate eye contact, adequate volume, and clear pronunciation
	7.SL.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> Recognize claims, findings, and salient points 	<ul style="list-style-type: none"> Determine what multimedia components/visual display options best clarify information 	<ul style="list-style-type: none"> Use multimedia components/visual displays in a presentation to clarify claims and findings Use multimedia components/visual displays in a presentation to emphasize salient points
	7.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Describe formal and informal settings Describe qualities of formal and informal speech 	<ul style="list-style-type: none"> Determine if formal or informal speech is appropriate in the context of a given situation 	<ul style="list-style-type: none"> Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CONVENTIONS OF STANDARD ENGLISH	7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> Recognize phrases and clauses Identify compound-complex sentences Identify misplaced and dangling modifiers Identify strategies to improve expression in language 	•	<ul style="list-style-type: none"> Demonstrate command of standard English grammar and usage when writing Explain the function of phrases and clauses in general and in specific sentences Choose the best type of sentence for signaling relationships among ideas Correct misplaced and dangling modifiers Demonstrate command of standard English grammar and usage when speaking Choose phrases and clauses correctly when speaking Select and combine sentences to show relationships between/among ideas
	7.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> Apply correct capitalization, punctuation, and spelling Use a comma to separate coordinate adjectives Know that coordinate adjectives describe the same word or term 	•	<ul style="list-style-type: none"> Recall and apply spelling rules
Knowledge of Language	7.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> Recognize language conventions for writing, speaking, reading, and listening Recognize precise and concise language 	<ul style="list-style-type: none"> Apply language knowledge when writing, reading, and listening Apply knowledge of language conventions when writing, reading, and listening Use precise and concise language to eliminate wordiness and redundancy when writing 	<ul style="list-style-type: none"> Use knowledge of language when speaking Use knowledge of language conventions when speaking Use precise and concise language to eliminate wordiness and redundancy when speaking

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
VOCABULARY ACQUISITION & USE	7.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> Identify multiple-meaning words and phrases Identify grade appropriate roots and affixes Recognize strategies for finding meanings of unknown words 	<ul style="list-style-type: none"> Determine/clarify the meaning of words using context clues Determine/clarify the meaning of words using Greek and Latin affixes and roots Choose from a range of vocabulary strategies to determine a word's meaning Verify preliminary determination of a word's meaning by checking the inferred meaning in context or in a dictionary 	<ul style="list-style-type: none"> Use print and digital reference materials to find pronunciation Use print and digital reference materials to determine or clarify precise meaning Use print and digital reference materials to identify meaning, a word's part of speech
	7.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> Interpret figurative language Know the different types of relationships of words Recognize the meaning of the terms connotation (associations) and denotation (definitions) 	<ul style="list-style-type: none"> Analyze text to locate figures of speech Analyze the relationship between particular words Distinguish among the connotations of words with similar denotations 	<ul style="list-style-type: none">
	7.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Identify general academic and domain-specific words and phrases Gather vocabulary knowledge important to comprehension or expression 	<ul style="list-style-type: none"> Accurately use words important to the comprehension of academic and domain specific words Apply vocabulary knowledge when considering words important to comprehension of expression Select appropriate resources to aid in gathering vocabulary knowledge 	<ul style="list-style-type: none">

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p>7.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 7.W.1a: <i>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</i> 7.W.1b: <i>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i> 7.W.1c: <i>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i> 7.W.1d: <i>Establish and maintain a formal style.</i> 7.W.1e: <i>Provide a concluding statement or section that follows from and supports the argument presented.</i> 	<ul style="list-style-type: none"> Identify accurate, credible sources Recognize phrases and clauses that create cohesion and clarify relationships Identify and define alternate and opposing claims Identify and define relevance, evidence, argument, and cohesion Identify and define formal style 	<ul style="list-style-type: none"> Determine how to introduce claims and acknowledge alternate or opposing claims Organize reasons and evidence logically Determine logical and relevant support for claims Evaluate sources for credibility and accuracy Evaluate relevance of the evidence Understand the topic or text 	<ul style="list-style-type: none"> Create cohesion and clarify relationship Establish and maintain a formal style Plan a concluding statement following the argument Produce an argument which introduces claims and acknowledges opposing or alternate claims Produce an argument to support claims, which is logically organized Produce an argument to support claims, which supports claims with logical reasoning and relevant evidence Produce an argument to support claims, which cites credible and accurate sources Produce an argument to support claims, which uses words, phrases, and clauses to create cohesion and clarify relationships Produce an argument to support claims, which establishes and maintains a formal style Produce an argument to support claims, which provides an appropriate concluding statement that follows from and supports the argument presented

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p>7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 7.W.2a: <i>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.</i> 7.W.2b: <i>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i> 7.W.2c: <i>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i> 7.W.2d: <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> 7.W.2e: <i>Establish and maintain a formal style.</i> 7.W.2f: <i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i> 	<ul style="list-style-type: none"> Informative/explanatory writing Topic Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) Formatting devices (e.g., headings) Graphics (e.g., charts, tables) Multimedia Domain-specific vocabulary Style (e.g., formal, informal, specific to audience) Primary sources Secondary sources (e.g., UDLlib/Search) Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis) Awareness of audience Transition words, phrases, clauses Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue) 	<ul style="list-style-type: none"> Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. Good authors use informative/explanatory writing to communicate information related to real-world tasks. Good authors use model/example texts to guide them as they compose informative/expository texts. Good readers and writers write to make meaning of what they read. 	<ul style="list-style-type: none"> Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment Select an appropriate writing form Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by engaging the reader with an introduction/ hook that presents the topic introducing the topic clearly organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect addressing the needs of the audience developing topic with relevant facts, definitions, concrete details, quotations or other information and examples using appropriate transitions to clarify the relationships among ideas and concepts using precise language and domain-specific vocabulary to inform about or explain the topic establishing and maintaining a formal style including formatting devices, graphics, and multimedia when useful to aiding comprehension providing a concluding statement or section that follows from the information or explanation presented

GRADE SEVEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p>7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • <i>7.W.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i> • <i>7.W.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i> • <i>7.W.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i> • <i>7.W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i> • <i>7.W.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.</i> 	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Character types • Narrator • Dialogue • Elaboration • Awareness of audience • Description • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback) • Relevant, concrete details/examples • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases • Closure/ending/conclusion • Forms (e.g., short stories, journals, poems, personal essays, memoir) • Mood/reader’s reaction (e.g., humorous, light, mysterious) 	<ul style="list-style-type: none"> • Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. 	<ul style="list-style-type: none"> • Select/identify real or imagined experiences or event(s) to tell about • Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing the needs of the audience selecting an organizational pattern (sequence of events) appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real or imagined experiences or events using effective techniques descriptive details, and well-structured event sequences by orienting the reader by establishing a context and introducing a narrator and/or characters organizing an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events and/or characters using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events, and to create mood providing a conclusion that follows from the narrated experiences or events or achieves a desired effect

GRADE SEVEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	7.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none">	<ul style="list-style-type: none">Analyze the reason for writing to inform task, purpose, and audienceDetermine suitable idea development strategies, organization, and style	<ul style="list-style-type: none">Produce writing with clear and coherent idea developmentProduce writing with clear and coherent organizationProduce writing with clear and coherent style
	7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none">Recognize how to plan, revise, edit, and rewriteKnow how to edit for conventions	<ul style="list-style-type: none">Develop and strengthen writing by planning, revision, editing, and rewritingDevelop and strengthen writing by trying a new approachDetermine how well the focus of the purpose has been addressedDetermine how well the focus of audience has been addressed	<ul style="list-style-type: none">
	7.W.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<ul style="list-style-type: none">Identify publishing and collaborative options that use technologyExplain how to cite sourcesExplain how to create hyperlinksKnow how to collaborate effectively	<ul style="list-style-type: none">Determine the best technology tools for producing and publishing writing appropriate to the purpose and audienceDetermine the best technology options for communicating and collaborating with others for an intended purpose	<ul style="list-style-type: none">Use technology (Internet) to produce, revise, edit, and publish writingUse technology to link to and cite sourcesUse technology to interact and collaborate with others

GRADE SEVEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> Use reliable sources of information 	<ul style="list-style-type: none"> Select appropriate sources to answer a question Determine relevant and irrelevant information from sources in order to answer a question Formulate focused questions from sources of information for further research and Investigation Conduct steps for research to answer a question Generate additional related, focused questions for further research and investigation 	<ul style="list-style-type: none"> Implement appropriate inquiry methods to conduct a short research project
	7.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> Use effective search terms Recognize standard formats for citations Recognize credibility and accuracy 	<ul style="list-style-type: none"> Follow standard citation format Assess the credibility and accuracy of each source Quote or paraphrase the data and conclusions of others, avoiding plagiarism 	<ul style="list-style-type: none">
	7.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Identify key ideas and details to support conclusions through research Cite textual evidence to analyze explicit text 	<ul style="list-style-type: none"> Draw evidence from key ideas and details as support for research Analyze key ideas and details as evidence of understanding text Reflect on key ideas and details as evidence of understanding text Draw upon key ideas and details as support for research 	<ul style="list-style-type: none">
WRITING RANGE	7.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Identify audience, topic, and purpose Identify appropriate organizational structure for various writing 	<ul style="list-style-type: none"> Determine when to write for short or extended time frames based on audience, purpose, or task Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience 	<ul style="list-style-type: none"> Write for various audiences, purposes, or tasks for shortened time frames Write for various audiences, purposes, or tasks for extended time frames