Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

7th Grade

*Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program

Version 4

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ELD Performance Outcomes (WIDA): This field lists by level what the Bilingual/TESOL teacher can expect to see in a student who achieves at a particular level. Levels were created using the Performance Definitions from the WIDA Consortium. The six levels were used to create three proficiency levels: Entering/Beginning, Developing/Expanding and Bridging/Reaching. Students at the Bridging/Reaching level are equivalent to a Level III student according the **Instructional Achievement Level Descriptors** (explained below). Each performance definition includes two ways to assess learning: Reading/Listening and Writing/Speaking.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this filed to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards

7th Grade English Language Arts Pacing Guide

Quarter	1	2	3	4
RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	X	X	X	X
RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		X	X	X
RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	X			X
RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	X			X
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		X		
RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	X	X		X
RL 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		X		
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.	X	X	X	X
RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		X	X	X
RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			X	

Standard	1	2	3	4
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).			X	X
RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		X	X	
RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		X	X	
RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	X	X	X	X
RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	X	X	X	X
RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			X	
RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			X	X
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.			X	X
W 7.1 Write arguments to support claims with clear reasons and relevant evidence.			X	X
W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			X	
W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X	X		X
W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) .	X	X	X	X
Quarter	**1**	**2**	**3**	**4**

	1	2	3	4
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.	X	X	X	X
W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X	X	X	X
W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X	X	X
W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	
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.	X	X	X	X
SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X	X	X
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.		X	X	X
SL 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				X
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.	X	X	X	X
SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	X	X	X	X
SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	X	X	X	X
L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
Quarter	1	2	3	4

L 7.4 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.	X	X	X	X
L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X		
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.	X	X	X	X

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 7**	**Standard 1 (RL.7.1)**
Recurring Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Quarter 1:** Identify: • inferences from a text • explicit information from a text Recognize credible resources/sources Analyze what a text says explicitly Formulate inferences from textual material Cite resources that support analysis of a text	**Quarter 2:** Identify: • inferences from a text • explicit information from a text Recognize credible resources/sources Analyze what a text says explicitly Formulate inferences from textual material Cite resources that support analysis of a text	**Quarter 3:** Identify: • inferences from a text • explicit information from a text Recognize credible resources/sources Analyze what a text says explicitly Formulate inferences from textual material Cite resources that support analysis of a text	**Quarter 4:** Identify: • inferences from a text • explicit information from a text Recognize credible resources/sources Analyze what a text says explicitly Formulate inferences from textual material Cite resources that support analysis of a text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the meaning of a text by explaining explicit ideas draw inferences provide several pieces of textual evidence to support analysis	several pieces textual evidence support analysis what the text says explicitly inferences drawn text	Students know or are able to: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis several pieces of textual evidence strengthens thinking analyze the meaning of a text support analysis with several explicit ideas from a text support analysis with several inferences about a text Students understand that an analysis of a text includes explicit	**Entering/Beginning** (Reading/Listening) Students are able to make simple oral inferences from information given by a teacher. (Writing/Speaking) Students are able to take notes and gather evidence for inferences using a graphic organizer **Developing/Expanding** (Reading/Listening) Students are able to develop an analysis from oral scenario given by a teacher. (Writing/Speaking) Students are able to provide strong evidence to support their analysis orally. **Bridging/Reaching** (Reading/Listening) Students draw inferences from reading a text (Writing/Speaking) Students are able to provide strong written evidence to support their inferences.	**Level IV Students will:** **EERL.7.1.** Cite textual evidence to determine what is inferred versus what is explicit. Ex. Cite explicit information (*It rained for three days.*) and details that support the inference that there will be flooding (e.g., *The river was high. The people in town were hauling sandbags.*). **Level III Students will:** **EERL.7.1.** Cite text to draw inferences from stories and poems. Ex. Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., The inference that the man was sorry he did it is supported by the details in the text that say he couldn't sleep, he decided to apologize, and he knew he'd never do it again.). Ex. Draw a simple inference from a specific text in a passage (e.g., *bad boy*). **Level II Students will:** **EERL.7.1.** Cite text to support what the text says explicitly. Ex. Select the details from an array of choices that relate to an explicit point about the text. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly. **Level I Students will:** **EERL.7.1.** Identify details in the text or pictures that provides the answer to an explicit question about a familiar text. Ex. Identify a detail from a picture or illustration that answers a simple *what* question about a familiar text using partner-assisted scanning or eye gaze. Ex. Given a list of details from the story, identify a detail that provides the answer to a simple *who* question about a familiar text. Ex. Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.

		understanding of and inferences about a text supported by several pieces of textual evidence.		

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 7**	**Standard 2 (RL.7.2)**
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Quarter 1:** Recognize theme and central idea Identify supporting details Development an objective Summary	**Quarter 2:** Recognize theme and central idea Identify supporting details Development an objective Summary	**Quarter 3:** Recognize theme and central idea Identify supporting details Development an objective Summary Determine a theme or central idea of a text Analyze the development of a theme or central idea over the course of a text Provide an objective summary of a text	**Quarter 4:** Recognize theme and central idea Identify supporting details Development an objective Summary Determine a theme or central idea of a text Analyze the development of a theme or central idea over the course of a text Provide an objective summary of a text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a text analyze the development of a central idea or theme over the course of a text	determine theme central idea text analyze development objective summary	Students know or are able to: the qualities of an objective summary texts use particular details to convey a theme or central idea summarize a text objectively explain how particular details work together over the course of a text to create theme or central ideas Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures.	**Entering/Beginning** (Reading/Listening) Students are able to indicate which pictures or single words support the theme of a story. (Writing/Speaking) Students are able to take notes using a graphic organizer to gather ideas supporting theme. **Developing/Expanding** (Reading/Listening) Students are able to summarize from multiple sources. (Writing/Speaking) Students are able to produce extended responses to summarize. **Bridging/Reaching** (Reading/Listening) Students are able to orally indicate the central idea and supporting details from reading a text. (Writing/Speaking) Students are able to write a short summary of the central idea and supporting	**Level IV Students will:** **EERL.7.2.** Determine the relationships of the central idea to the details of a story. Ex. Given a list of details from a story, identify those that do and do not relate to the central idea. Ex. Choose a title from three options that best reflects the central idea. **Level III Students will:** **EERL.7.2.** Determine the theme or central idea of a text and identify the details that relate to it. Ex. Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it. Ex. Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea. **Level II Students will:** **EERL.7.2.** Identify the central idea of a text. Ex. Identify the central idea of a text from an array of choices. Ex. Given a graphic organizer displaying the important elements of a story, identify the central idea. **Level I Students will:** **EERL.7.2.** Identify details from a text. Ex. Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not. Ex. Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.

			details from a text.	

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 7**	**Standard 3 (RL.7.3)**
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Quarter 1:**	**Quarter 2:** Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact	**Quarter 3:** Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact	**Quarter 4:** Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the interaction between elements of a story or drama	analyze particular elements of a story or drama story drama interact	Students know or are able to: elements of a story or drama authors use story or drama elements purposefully techniques for analyzing elements of a story or drama identify elements of a story or drama analyze elements of a story or drama analyze how elements of a story or drama work together Students understand that plot and character development in a story are dynamic and lead to a better understanding of other perspectives and cultures.	**Entering/Beginning** (Reading/Listening) Students are able to use a Venn diagram to compare changes from a story. (Writing/Speaking) Students are able to discuss the events of a drama and how the story happened **Developing/Expanding** (Reading/Listening) Students are able to locate examples of when and why the story changed and the effect it had on the characters (Writing/Speaking) Students are able to explain in detail how the plot of a story or drama unfolds and how the characters responded to the changes **Bridging/Reaching** (Reading/Listening) Students are able to provide multiple examples from the text of how characters and events impacted the outcome of the story. (Writing/Speaking)	**Level IV Students will:** **EERL.7.3.** Recognize how events, settings, or other story elements influence the outcome of a story or drama. Ex. Explain how two or more events influence the outcome (e.g., In *Hatchet* by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?). Ex. Given a list of events in a drama, identify those that had the greatest impact on the outcome. **Level III Students will:** **EERL.7.3.** Recognize the relationship of two story elements. Ex. Recognize how the setting changes with the events in a story. Ex. Recognize which characters are a part of which events in a drama. Ex. Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing). **Level II Students will:** **EERL.7.3.** Recognize two elements of a story. Ex. Recognize the characters and the setting of a story. Ex. Recognize the events and setting of a drama. **Level I Students will:** **EERL.7.3.** Identify one element of a story. Ex. Point to a picture of the setting. Ex. Press a Big Mac switch whenever a certain character is mentioned in the story.

			Students are able to give an oral or written description of the change of a character over time and the impact of events on that change.	

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 7**	**Standard 4 (RL.7.4)**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**Quarter 1:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify examples of rhymes and other repetitions of sounds, including alliteration, on a: • specific verse or stanza of a poem • section of a story or drama	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify examples of rhymes and other repetitions of sounds, including alliteration, on a: • specific verse or stanza of a poem • section of a story or drama

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: determine the meaning of words and phrases based on how they are used in a text understand figurative and connotative meanings analyze the impact of rhymes and repetitions of sounds as used in a poem	determine the meaning words and phrases text figurative meaning connotative meaning analyze impact rhymes repetitions of sounds alliteration verse stanza poem section of story or drama	Students know or are able to: definition of: rhyme, repetition, alliteration, verse, stanza an author deliberately uses rhyme and repetition of sound words and phrases can be used in multiple ways including figuratively or connotatively context must be considered when determining the meaning of a word or phrase determine meaning of unfamiliar words and phrases based on how they are used in a text identify and explain figurative language	**Entering/Beginning** (Reading/Listening) Students are able to match literal meaning or oral description of figurative language in L1 or L2. (Writing/Speaking) Students are able to draw a picture to show literal or figurative meaning **Developing/Expanding** (Reading/Listening) Students are able to show examples of figures of speech in L2 (Writing/Speaking) Students are able to explain and give examples of figurative language in L2. **Bridging/Reaching** (Reading/Listening) Students are able to reproduce examples of figures of speech, or figurative language from the text. (Writing/Speaking) Students are able to write a simple explanation, with examples, of figurative language.	**Level IV Students will:** **EERL.7.4.** Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama. Ex. Determine from an array of choices upcoming words or phrases based on the pattern established by the author such as in a poem by Silverstein. **Level III Students will:** **EERL.7.4.** Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. Ex. Use context in a passage or poem where words or passages are repeated, choose a definition of a word or phrases from choices. Ex. Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage. **Level II Students will:** **EERL.7.4.** Identify a pattern of repeated words or phrases. Ex. In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story. Ex. In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem. **Level I Students will:** **EERL.7.4.** Identify a repeated word or phrase. Ex. Pick out repeated words in a short story. Ex. Respond with a repeated phrase at the appropriate time in a story.

		with textual support		
		identify and explain connotative language with textual support		
		identify and analyze an author's use of rhyme		
		identify and analyze an author's use of repetition of sounds		
		Students understand that an author's word choice shapes the meaning and tone of a text.		

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 7**	**Standard 5 (RL.7.5)**
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	**Quarter 1:** Identify the poetic elements that contribute to form/structure Identify the form/structure of various types of poetry and drama Explain the meaning of a poem Analyze the structure of a drama or poem Analyze the meaning of a drama or poem Analyze the relationship between the poem/drama's form and structure	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify the poetic elements that contribute to form/structure Identify the form/structure of various types of poetry and drama Explain the meaning of a poem Analyze the structure of a drama or poem Analyze the meaning of a drama or poem Analyze the relationship between the poem/drama's form and structure

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the relationship between the form or structure of a drama or poem and its meaning	analyze drama's form or structure poem's form or structure soliloquy sonnet contributes to its meaning	Students know or are able to: form or structure of a drama form or structure of a poem form and structure contribute to meaning vocabulary: soliloquy, sonnet Students understand that/are able to use writing and/or speaking to: analyze the form or structure of a drama or poem analyze the relationship between form or structure and meaning support thinking with textual evidence Students understand that each element of a text's structure works	**Entering/Beginning** (Reading/Listening) Students are able to differentiate between a chapter, stanza, or scene in L1. (Writing/Speaking) Students are able to name the structure of a text sample in L1. **Developing/Expanding** (Reading/Listening) Students are able to match a piece of writing with the correct name in L2. (Writing/Speaking) Students are able to author different structures including paragraph, stanza, scenes in L2. **Bridging/Reaching** (Reading/Listening) Students are able to demonstrate how a chapter, stanza or scene build on or relate to each other in a L2 text sample. (Writing/Speaking) Students are able to explain and give (oral or written) examples of related chapters, stanzas and or scenes.	**Level IV Students will:** **EERL.7.5.** Compare and contrast different structures used in poetry. Ex. Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns. Ex. Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (i.e., non-rhyming). **Level III Students will:** **EERL.7.5.** Determine how poetry form and structure contributes to its meaning. Ex. Given Robert Frost's "Miles to go before I sleep and miles to go before I sleep," answer, "What does it mean?" Ex. Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song. Ex. Clap or tap the rhythm of a variety of poems to identify the structure. **Level II Students will:** **EERL.7.5.** Identify common structures used in a poem. Ex. Given a poem, identify that it rhymes. Ex. Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem filling in the last word with a word card. **Level I Students will:** **EERL.7.5.** Recite a poem using a communication device or preferred mode of communication. Ex. Use a preprogrammed C device to recite a stanza from a familiar poem.

		together to create a cohesive whole and contribute to the overall meaning.		

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 7**	**Standard 6 (RL.7.6)**
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	**Quarter 1:**	**Quarter 2:** Define analysis Identify strategies author uses to contrast points of view of different characters or narrator Cite details or examples in a text where the author develops the point of view of various characters or Narrators Compare and contrast points of view of different characters or narrators Analyze how the author develops points of view of different characters or the narrators Analyze how the author contrasts different points of view in a single text	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze how an author develops and contrasts different characters' or narrators' points of view	analyze how an author develops contrasts point of view characters narrators text	Students know or are able to: techniques an author uses to develop points of view techniques an author uses to contrast points of view techniques for organizing thinking during reading writing and/or speaking to analyze: how an author develops point of view how an author contrasts points of view Students understand that an author deliberately selects and shapes a point of view to engage the reader.	**Entering/Beginning** (Reading/Listening) Students are able to identify one character's point of view with some/little guidance and support in L1 or L2. (Writing/Speaking) Students are able to string together multiple, simple sentences to describe a character's point of view in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to determine the point of view of a piece of writing and answer if in first or third person (Writing/Speaking) Students are able to list the events which demonstrate point of view. **Bridging/Reaching** (Reading/Listening) Students are able to give examples from L2 text of author's point of view. (Writing/Speaking)	**Level IV Students will:** **EERL.7.6.** Compare points of view of the characters in literary text. Ex. In a popular chapter book, discuss the main character's point of view such as Brian's point of view in *Hatchet* and compare to another character. **Level III Students will:** **EERL.7.6.** Identify how a character's point of view is the same or different from another character. Ex. After reading a story (e.g., *The Time Machine* by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards. Ex. After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does _____ feel about ____? Did _____ feel the same way?"). **Level II Students will:** **EERL.7.6.** Identify personal point of view about a story. Ex. Choose a word that represents their own reaction to a story (e.g., *Hatchet, The Time Machine, The Cay*). **Level I Students will:** **EERL.7.6.** Identify a character. Ex. Select the picture of the main character.

			Students are able to tell or write how an author's point of view in a text, influences the story.	

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		**Cluster: Integration of Knowledge and Ideas**	**Grade: 7**	**Standard 7 (RL.7.7)**
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**Quarter 1:** Analyze the effects of various medium techniques on written text: • stories • dramas • poems	**Quarter 2:** Analyze the effects of various medium techniques on written text: • stories • dramas • poems	**Quarter 3:**	**Quarter 4:** Identify various mediums Recognize: • multimedia versions • film • stage Analyze the effects of various medium techniques on written text: • stories • dramas • poems Analyze the effects of various medium techniques on: • audio • film • stage • multimedia Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia) Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use speaking and/or writing to: compare and contrast how a written story, drama, or poem compares to its audio, filmed, staged, or multimedia version	compare and contrast written story written drama written poem audio version filmed version staged version multimedia version analyzing the effects techniques unique to each medium lighting sound color camera focus angles in a film	Students know or are able to: written story, drama, or poem is not always the same as its audio, filmed, staged, or multimedia version techniques for comparing and contrasting techniques for note-taking while reading, viewing, or listening vocabulary: lighting, sound, color, camera focus, camera angles compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version analyze the effects of techniques unique to each medium support thinking with	**Entering/Beginning** (Reading/Listening) Students are able to identify facts from illustrations or media used by the teacher in L1 or L2 (Writing/Speaking) Students are able to talk about how the pictures help tell the story in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to give a simple compare/contrast movie vs. book in L2, using graphic organizers (Writing/Speaking) Students are able to use details from illustrations or media to describe how they helped tell the story in L2. **Bridging/Reaching** (Reading/Listening) Students are able to compare and contrast similar content from different media sources (Writing/Speaking) Students are able to write or give short oral description of the influence	**Level IV Students will:** **EERL.7.7.** Compare and contrast a video version of a story, poem, or drama. Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character's point of view in a video and text version of the same story. **Level III Students will:** **EERL.7.7.** Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. Ex. Compare the animated version to the text version of a story (e.g., *Balto* compared to Iditarod, Alaskan dog sled race). Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., After reading *The Time Machine*, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a "done" box.). **Level II Students will:** **EERL.7.7.** Express a preference for a story and video. Ex. Choose which they liked better: story or video. **Level I Students will:** **EERL.7.7.** Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.

		examples from the text	of a media type on a content.	
		Students understand that the impact of a story or drama is influenced by the mode in which it is presented.		

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Literature		**Cluster: Integration of Knowledge and Ideas**	**Grade: 7**	**Standard 9 (RL.7.9)**
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**Quarter 1:**	**Quarter 2:** Identify a : • time • place or • character (person) that is portrayed in: • an historical account • a fictional work Compare and contrast historical portrayal of a: • time • place or • character (person) in an historical account to how each are portrayed or altered in a literary work.	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing or speaking to: compare and contrast a historical account and its fictional portrayal	compare contrast fictional portray historical account means of understanding use or alter history	Students know or are able to: techniques for comparing and contrasting elements of historical fiction how point of view impacts literature impact of point of view on historical accounts vocabulary: historical fiction, time, place, character, historical account compare and contrast a historical account and its fictional portrayal to explain how authors of fiction use or alter history Students understand that a reader gains understanding of other perspectives and cultures by reading a	**Entering/Beginning** (Reading/Listening) Students are able to point to specific differences or similarities between texts/illustrations in L1 or L2 (Writing/Speaking) Students are able to make a list with peers of similarities and differences in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to classify features or various genres of text (Writing/Speaking) Students are able to author multiple, simple, pieces of the same genre on their own. **Bridging/Reaching** (Reading/Listening) Students are able to distinguish between similar elements of two or more texts and provide evidence from the text. (Writing/Speaking) Students are able to	**Level IV Students will:** **EERL.7.9.** Compare and contrast a fictional character with a historical character. Ex. Compare the fictional *Brighty of the Grand Canyon* story to real accounts of donkeys used during the gold rush era. **Level III Students will:** **EERL.7.9.** Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them. **Level II Students will:** **EERL.7.9.** Identify a character as nonfictional. Ex. After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer "Was George Washington a real person?" **Level I Students will:** **EERL.7.9.** Identify a fictional character. Ex. After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.

		fictional portrayal of historical accounts.	analyze two or more texts and use evidence to support comparisons and contrasting information	

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 7**	**Standard 10 (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.	**Quarter 1:** Identify/understand in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary Comprehend independently in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary	**Quarter 2:** Identify/understand in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary Comprehend independently in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary	**Quarter 3:** Identify/understand in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary Comprehend independently in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary	**Quarter 4:** Identify/understand in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary Comprehend independently in literary text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex stories and poetry	read and comprehend literature stories dramas poetry grade 6 - 8 text complexity band proficiently scaffolding as needed high end of the range	Students know or are able to: techniques for making meaning from difficult stories and poetry techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers make meaning from appropriately complex stories, dramas, and poems engage with and appreciate appropriately complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with	**Entering/Beginning** (Reading/Listening) Students are able to identify main ideas and details from a story in L1 or L2. (Writing/Speaking) Students are able to give a simple, written or oral summary of L2 texts in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to answer simple, analytical questions about L2 grade level text. (Writing/Speaking) Students are able to connect personal experiences to grade-level, L2 text. **Bridging/Reaching** (Reading/Listening) Students are able demonstrate comprehension of grade level L2 text. (Writing/Speaking) Students are able to write or give an oral summary of	**Level IV Students will:** **EERL.7.10.** Demonstrate ability to compare and contrast different genres of grade-level texts. Ex. After reading two grade-level texts on the same topic, have students indicate, using graphic organizers, or a short writing piece, how the two different genres treat the same subject matter. **Level III Students will:** **EERL.7.10.** Demonstrate ability to read grade-level text with fluency and comprehension Ex. Have students read aloud to whole class or one-on-one to show fluency at grade-level. Use AR reading tests or similar indications to demonstrate comprehension. **Level II Students will:** **EERL.7.10** Answer comprehension about grade level text Ex. After having had a story read aloud, give simple answers, point to words/pictures to indicate answer to simple comprehension questions. (Eg. Who found Goldilocks asleep?) **Level I Students will:** **EERL.7.10.** Exposure to grade-level texts Ex. After having a story read aloud, can indicate personal opinion/relatedness of subject matter.

		others about text	grade-level L2 text.	

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 7	Standard 1 (RI.7.1)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Quarter 1:**	**Quarter 2:** Identify: • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text	**Quarter 3:** Identify: • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text	**Quarter 4:** Identify: • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students analyze the meaning of a text by: explaining explicit ideas drawing inferences providing several pieces of textual evidence to support analysis	several pieces textual evidence support analysis what the text says explicitly inferences drawn text	Students know or are able to: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis textual evidence strengthens thinking vocabulary: textual evidence analyze the meaning of a text support analysis with several explicit ideas from a text support analysis with several inferences about a text Students understand	**Entering/Beginning** (Reading/Listening) Students are able to infer simple, oral information or pictures from teacher in L1 or L2. (Writing/Speaking) Students are able to take notes using a graphic organizer in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to draw an inference from oral scenario from teacher. (Writing/Speaking) Students are able to give simple one and two word sentences to as evidence for inferences. **Bridging/Reaching** (Reading/Listening) Students are able to indicate inference in a text. (Writing/Speaking) Students are able to explain in detail and provide textual and other evidence of their	**Level IV Students will:** **EERI.7.1.** Cite textual evidence to determine what is inferred versus what is explicit. Ex. Explicit = It rained for three days.; Inferred = There will be flooding. **Level III Students will:** **EERI.7.1.** Cite text to draw inferences from informational text. Ex. Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary). Ex. Draw a simple inference from specific text in a passage (e.g., "The sky was dark" means it might rain.). **Level II Students will:** **EERI.7.1.** Cite text to find one detail to support an inference. Ex. Select a quoted detail from text from choices that include only one quote from the text. Ex. Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference. **Level I Students will:** **EERI.7.1.** Identify a detail from a sentence or phrase in the text. Ex. Identify a detail from a picture or graphic illustration by answering "yes" or "no"; turn of the head; eye gaze. Ex. Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).

		that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of textual evidence.	inference.	

College and Career Readiness (CCR) Anchor Standard 2:
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 7	Standard 2 (RI.7.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			Identify two or more central ideas of a text Define and recognize an objective summary Analyze the development of two or more central ideas over the course of a text Provide an objective summary of the text	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a variety of informational texts including an analysis of the development of two or more central ideas over the course of a text	determine central ideas text analyze their development objective summary	Students know or are able to: the qualities of an objective summary texts can have more than one central idea informational texts use particular details to	**Entering/Beginning** (Reading/Listening) Students are able to identify an illustrated central idea from oral discourse about a topic. (Writing/Speaking) Students are able to summarize content based	**Level IV Students will:** **EERI.7.2.** Determine at least two ideas that contribute to the central ideas of the text. Ex. Asked "What was the passage about?," paraphrases facts for each central idea identified. Ex. Asked "What in the passage said what it was about?," selects and copies or says two facts from choices about each central idea. **Level III Students will:** **EERI.7.2.** Determine two central ideas that progress throughout the text. Ex. Asked "What are two important things the passage tells?," answer from choices provided. Ex. Asked "What are the two most important steps in the directions?," from a list of lab safety rules, names two rules critical to safety.

		convey a central idea	information in L1 or L2.	**Level II Students will:**
				EERI.7.2. Given sentences from an informational text, identify an important idea.
		summarize a text objectively	**Developing/Expanding** (Reading/Listening) Students are able to summarize from multiple related informational sources. (Writing/Speaking) Students are able to justify how details support central idea.	Ex. Using pictures, illustrations, etc., identify an idea Ex. Through auditory or tactile source, identify an idea.
		analyze the development of two or more central ideas within a text		**Level I Students will:** EERI.7.2. Identify details from a text. Ex. After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., wear goggles, wear apron, and not touch fire).
		explain how particular details work together over the course of a text to create central ideas		Ex. Identify an object the passage is discussing (e.g., The student points to safety goggles after listening to the safety steps of the science lab.).
		Students understand that analyzing the development of central ideas over the course of a text leads to a better understanding of other perspectives and cultures.	**Bridging/Reaching** (Reading/Listening) Students are able to trace the development of details through text. (Writing/Speaking) Students are able to analyze the development of two or more ideas throughout the text.	

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 7**	**Standard 3 (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).	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify key ideas about : • individuals • events • ideas stated in text Analyze the interactions between : • individuals • events • ideas in a text Discuss how ideas influence events or how individuals influence ideas or events	**Quarter 4:** Identify key ideas about : • individuals • events • ideas stated in text Analyze the interactions between : • individuals • events • ideas in a text Discuss how ideas influence events or how individuals influence ideas or events

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: analyze the interaction between individuals, events, and ideas in a text	analyze interactions between individuals interactions between events interactions between ideas text	Students know or are able to: techniques for tracing how individuals, events, and ideas interact throughout a text an author deliberately selects and organizes information analyze how an author develops individuals, events, and ideas through their interactions with each other support thinking with specific information from the text Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures.	**Entering/Beginning** (Reading/Listening) Students are able to role play to show characteristics of the main character. (Writing/Speaking) Students are able to describe the characteristics of individuals from a text in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to demonstrate the development of the main character in a text. (Writing/Speaking) Students are able to give a short written or oral description of the development of characters and/or events over a text. **Bridging/Reaching** (Reading/Listening) Students are able to analyze how an individuals and events interact over time. (Writing/Speaking) Students are able to explain in detail the	**Level IV Students will:** **EERI.7.3.** Explain interactions between individuals, events, or ideas in text. Ex. Explain how a change in the text is caused by an individual or an event (e.g., "What happens to the fish when the water dries up?"). Ex. Explain interactions between the main character in informational text and another individual (e.g., *Harriet Tubman and another slave companion on the journey through the Underground Railroad.*). **Level III Students will:** **EERI.7.3.** Identify interactions between individuals, events, or ideas in text. Ex. Identify interactions between the main character in the text and another individual (e.g., "What did the boy say to the girl in the story?"). Ex. Identify interactions between individuals and events (e.g., "What did the man do when the fire started?"). **Level II Students will:** **EERI.7.3.** Identify one interaction between events from the passage. Ex. Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut). Ex. Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack). **Level I Students will:** **EERI.7.3.** Identify a detail about an individual or event. Ex. Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering "yes" or "no", turn of the head, eye gaze, etc. Ex. Identify an event from a text by answering "yes" or "no", turning head, eye gaze, switch, etc. (e.g., "Was there a storm?").

			development between people, places, events or ideas from text.	

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 7	Standard 4 (RI.7.4)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**Quarter 1:**	**Quarter 2:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone in text Determine the meanings of words and phrases, including the: • figurative • connotative • technical meanings of words and phrases as they are used in a text Analyze how meaning and tone are impacted by specific word choice	**Quarter 3:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone in text Determine the meanings of words and phrases, including the: • figurative • connotative • technical meanings of words and phrases as they are used in a text Analyze how meaning and tone are impacted by specific word choice	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: use clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text analyze the impact of word choice on meaning and tone	determine the meaning words and phrases figurative meaning connotative meaning technical meaning analyze the impact word choice meaning tone	Students know or are able to: features of a text related to word meaning (bold terms, glossary, context clues) steps for using an online or print dictionary several strategies for determining the meaning of a unknown word or phrase techniques for identifying and recording unfamiliar words and phrases an author's use of words impacts the meaning and tone of a text vocabulary: figurative meaning, connotative meaning, technical meaning determine meaning of unfamiliar words and phrases based on how they are used in a text	**Entering/Beginning** (Reading/Listening) Students are able to recognize repeated figures of speech (Writing/Speaking) Students are able to draw a picture to show literal or figurative meanings **Developing/Expanding** (Reading/Listening) Students are able to show examples of figures of speech. (Writing/Speaking) Students are able to explain and give examples of figurative language. **Bridging/Reaching** (Reading/Listening) Students are able to identify figurative and literal speech in technical writing. (Writing/Speaking) Students are able to explain how an author's word choice influences tone.	**Level IV Students will:** **EERI.7.4.** Determine phrases that impact meaning of the text. Ex. While reading an informational passage, use context to determine the meaning of words and phrases. Ex. Give more than one meaning of a phrase from an informational text, select the one that best matches the reading passage. **Level III Students will:** **EERI.7.4** Determine the meaning of words and phrases as they are used in an informational text. Ex. Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text. Ex. Use a basic elementary dictionary and thesaurus to determine word meaning. Ex. Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc. **Level II Students will:** **EERI.7.4.** Match or pair word to meaning. Ex. Match or pair pictures with word when presented with pictures and words. Ex. Match an illustration of a map to the word "map" in a geography passage. **Level I Students will:** **EERI.7.4.** Indicate words in a text. Ex. Identify text versus pictures in an informational text (e.g., Point to the map when asked, "Where is the map? And point to the text when asked, "Where does it tell us about the map?"). Ex. Use a picture to request a resource.

		use features of a text to determine the meaning of unfamiliar words and phrases use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases identify and explain figurative language with textual support identify and explain connotative language with textual support identify and explain technical language with textual support analyze an author's use of word choice to create meaning and tone Students understand that an author's word choice shapes the meaning and tone of a text.		

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 7	Standard 5 (RI.7.5)
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**Quarter 1:**	**Quarter 2:** Determine the text structure: • (e.g., chronology • comparison • cause/effect • problem/solution) the author uses to organize text Determine how major sections of text contribute to the main idea or to the development of the main idea Analyze how major: • sentences • paragraphs • chapter or section contribute to the main idea of the text or to the development of the main idea	**Quarter 3:** Determine the text structure: • (e.g., chronology • comparison • cause/effect • problem/solution) the author uses to organize text Determine how major sections of text contribute to the main idea or to the development of the main idea Analyze how major: • sentences • paragraphs • chapter or section contribute to the main idea of the text or to the development of the main idea	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to analyze the organization of text including: how the major sections contribute to the whole how the major sections work together to develop ideas	analyze structure organize a text major sections contribute to the whole development ideas	Students know or are able to: major sections of a text fit together to create a cohesive whole major sections of a text work together to develop ideas analyze how major sections of a text contribute to the whole text analyze how major sections contribute to the development of key concepts Students understand that each element of a text's structure works together to create a cohesive whole and develop ideas.	**Entering/Beginning** (Reading/Listening) Students are able to sequence events in a story (Writing/Speaking) Students are able to name the structure of a written piece. **Developing/Expanding** (Reading/Listening) Students are able to identify structure in a text (using examples) and explain its purpose. (Writing/Speaking) Students are able to define different structures including timeline, cause/effect and compare/contrast **Bridging/Reaching** (Reading/Listening) Students are able to construct a model to show writing in chapters or sections and how it contributes to the understanding for the reader (Writing/Speaking) Students are able to write	**Level IV Students will:** **EERI.7.5.** Determine how key components of the organization of text relate to the topic. Ex. Identify bolded key words, topics, and sub-topics. **Level III Students will:** **EERI.7.5.** Determine how headings, key words, and key phrases relate to the topic of a text. Ex. Given a how-to text, use headings to determine steps in the directions. Ex. Use sequence words to locate key information in a pre-vocational text (e.g., *first, next, then,* and *last*). **Level II Students will:** **EERI.7.5.** Determine how headings are related to the topic of a text. Ex. Asked what the passage is about, point to title. Ex. Asked what the part of the passage is about, point to heading. **Level I Students will:** **EERI.7.5.** Identify the title of a passage. Ex. After shared reading of an informational text before and after which the teacher states the title of the text, use a communication device or preferred mode of communication to repeat the title. Ex. Use a preprogrammed C device to request an informational text by its title.

			a piece in chapters or sections when appropriate	

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 7**	**Standard 6 (RI.7.6)**
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**Quarter 1:** Determine the author's point of view or purpose of a text Identify details or examples in a text where the author develops his/her point of view or the purpose of the text Explain how the author conveys his/her point of view throughout the text Make a distinction between the author's point of view and those of others mentioned or implied in the Text Contrast how the author distinguishes his/her position from that of others Support your analysis with examples from the text	**Quarter 2:** Determine the author's point of view or purpose of a text Identify details or examples in a text where the author develops his/her point of view or the purpose of the text Explain how the author conveys his/her point of view throughout the text Make a distinction between the author's point of view and those of others mentioned or implied in the Text Contrast how the author distinguishes his/her position from that of others Support your analysis with examples from the text	**Quarter 3:** Determine the author's point of view or purpose of a text Identify details or examples in a text where the author develops his/her point of view or the purpose of the text Explain how the author conveys his/her point of view throughout the text Make a distinction between the author's point of view and those of others mentioned or implied in the Text Contrast how the author distinguishes his/her position from that of others Support your analysis with examples from the text	**Quarter 4:** Determine the author's point of view or purpose of a text Identify details or examples in a text where the author develops his/her point of view or the purpose of the text Explain how the author conveys his/her point of view throughout the text Make a distinction between the author's point of view and those of others mentioned or implied in the Text Contrast how the author distinguishes his/her position from that of others Support your analysis with examples from the text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: determine an author's point of view or purpose analyze how an author distinguishes his/her position from that of others	determine author's point of view author's purpose text analyze distinguishes position	Students know or are able to: techniques an author uses to develop point of view or purpose techniques an author uses to distinguish his/her point of view from that of others techniques for organizing thinking during reading determine an author's point of view or purpose analyze how he/she distinguishes his/her position from that of others. Students understand that an author deliberately selects and shapes a point of view or purpose.	**Entering/Beginning** (Reading/Listening) Students are able to identify narrator or author's point of view with some/little guidance and support in L1 or L2 (Writing/Speaking) Students are able to give one or two examples from a story to show point of view in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to give simple one or two word examples from the text that illustrate a character or author's point of view. (Writing/Speaking) Students are able to string together multiple, simple sentences to describe point of view and the events of a story **Bridging/Reaching** (Reading/Listening) Students are able to determine the point of view of a piece of writing and	**Level IV Students will:** EERI.7.6. Respond to the author's purpose or point of view with own point of view. Ex. What was the author trying to convey and what do you think about that? **Level III Students will:** EERI.7.6. Determine author's point of view and compare to own point of view. Ex. Read or listen to a passage and answer a question about the author's point of view (e.g., "Why does the author think you should know about water safety? What do you think about that?"). Ex. Why did the author write the book? **Level II Students will:** EERI.7.6. Identify an author's thoughts and feelings. Ex. After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., When the teacher asks, "What does the author think about water?," the students answer, "Drink clean water."). Ex. After shared reading of an informational text, answer questions about the feelings the author shared (e.g., When the teacher asks, "How did the author feel about fire?," the students answer, "sad", "scared", etc.). **Level I Students will:** EERI.7.6. Identify a thought of the author. Ex. After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text - *The bird wants to go home*, versus not in text - *The boy wants cake.*). Ex. After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.

			how it impacts content (Writing/Speaking) Students are able to list the events which were influenced by point of view.	

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*			
Strand: Reading Informational Text	**Cluster: Integration of Knowledge and Ideas**	**Grade: 7**	**Standard 7 (RI.7.7)**
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**Quarter 1:** Recognize characteristics of: • audio • video • multimedia versions of text Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) Analyze how the: • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	**Quarter 2:** Recognize characteristics of: • audio • video • multimedia versions of text Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) Analyze how the: • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	**Quarter 3:** Recognize characteristics of: • audio • video • multimedia versions of text Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) Analyze how the: • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	**Quarter 4:** Recognize characteristics of: • audio • video • multimedia versions of text Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) Analyze how the: • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: compare and contrast a text and its audio, video, or multimedia version	compare and contrast text audio version video version multimedia version analyzing each medium's portrayal of the subject	Students know or are able to: the portrayal of a subject can vary depending on the medium used techniques for comparing and contrasting techniques for note-taking while reading, viewing, or listening compare and contrast how a subject is portrayed by several mediums analyze how the delivery of a speech affects the impact of the words support thinking with examples from the text Students understand that a reader's understanding of information is	**Entering/Beginning** (Reading/Listening) Students are able to identify facts from illustrations or media used by the teacher in L1 or L2 (Writing/Speaking) Students are able to make a list of the visual and/or multimedia elements used in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to identify pictures and other elements of media that help convey information. (Writing/Speaking) Students are able to talk about how the pictures help tell the story **Bridging/Reaching** (Reading/Listening) Students are able to create a model from other forms of media to support a piece of writing. (Writing/Speaking) Students are able to use details from illustrations or media to describe how	**Level IV Students will:** **EERI.7.7.** Compare and contrast the experience of reading a text to listening or watching a video of the same text. Ex. Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same. Ex. Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas). **Level III Students will:** **EERI.7.7.** Compare the experience of reading a text to listening or watching a video of the same text. Ex. After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings gotten from each one. Ex. After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text. **Level II Students will:** **EERI.7.7.** Identify an idea from a text or video. Ex. Select a word that identifies something heard or read in an informational text. Ex. Select a picture from an informational video that identifies an idea from the video. **Level I Students will:** **EERI.7.7.** Recognize the text version of an event that matches the audio, video, or live version. Ex. After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.

		influenced by the mode in which it is presented.	they helped tell the story.	

College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 7**	**Standard 8 (RI.7.8)**
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Define: • relevant evidence • sufficient evidence • sound reasoning Identify argument and claims in a text Trace the argument and specific claims in a text Assess: • relevance of evidence for specific claims in a text • sufficiency of evidence for specific claims in a text • soundness of the reasoning in a text Evaluate the argument and specific claims in a text	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: trace and evaluate an argument and specific claims assess the reasoning behind an argument assess the relevancy of evidence used to support claims	trace evaluate argument specific claims assess reasoning is sound evidence is relevant and sufficient	Students know or are able to: techniques for tracing an argument and claims through a text techniques for evaluating argument and claims in a text trace an argument and claims through a text evaluate an argument and claims assess whether reasoning is sound assess whether evidence is relevant and sufficient Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.	**Entering/Beginning** (Reading/Listening) Students can summarize the claim with supporting evidence in L1 or L2 (Writing/Speaking) Students can make a list of evidence to support a claim in L1 or L2 **Developing/Expanding** (Reading/Listening) Students can identify key details that support a claim in a text (Writing/Speaking) Students can answer questions with supporting details **Bridging/Reaching** (Reading/Listening) Students can identify the author's claim and their supporting evidence at grade level. (Writing/Speaking) Students can justify and defend explanations with evidence	**Level IV Students will:** **EERI.7.8.** Analyze text to support claims and judge the conclusions. Ex. List evidence to support the claims in an informational text, "Would you agree with this author?" Ex. List evidence cited by the advertiser to support claims from a commercial or print ad, "Would you buy this product?" **Level III Students will:** **EERI.7.8.** Delineate the specific claims for text. Ex. Given a list of claims, highlight the claims found in an informational text. Ex. After reading a print ad or commercial, select from a list of claims the ones found in the commercial or advertisement. **Level II Students will:** **EERI.7.8.** Identify a claim from text. Ex. Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement.) Ex. Repeat a claim from a commercial, (e.g., "mmm, mmm, good . . . ."). **Level I Students will:** **EERI.7.8.** Respond to an advertisement. Ex. Smile in response to an ad for a product they like. Ex. Nod in response when asked, "Did they say the cereal tastes good?"

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 7**	**Standard 9 (RI.7.9)**
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify key information from two or more texts by different authors: • emphasizing different evidence or • advancing different interpretations of facts Analyze how two or more texts by different authors shape their ideas by: • emphasizing different evidence or • advancing different interpretations of facts	**Quarter 4:** Identify key information from two or more texts by different authors: • emphasizing different evidence or • advancing different interpretations of facts Analyze how two or more texts by different authors shape their ideas by: • emphasizing different evidence or • advancing different interpretations of facts

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze how two or more authors present key information, evidence, and interpretations of facts on a single topic	analyze same topic shape their presentations key information emphasizing different evidence advancing different interpretations of facts	Students know or are able to: techniques authors use to present information techniques authors use to emphasize evidence techniques authors use to advance interpretations of facts use writing or speaking to analyze how two or more authors writing about the same topic: shape their presentation of key information emphasize different evidence advance different interpretations of facts Students understand that the evidence and interpretations of facts	**Entering/Beginning** (Reading/Listening) Students are able to identify specific differences or similarities between texts/illustrations in L1 or L2 (Writing/Speaking) Students are able to make a list with peers of similarities and differences in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to use a graphic organizer to classify features or various genres of text (Writing/Speaking) Students are able to author multiple simple, pieces of the same genre on their own. **Bridging/Reaching** (Reading/Listening) Students are able to distinguish between similar elements of memoir and	**Level IV Students will:** **EERI.7.9.** Compare and contrast key information provided by authors of two different texts on the same topic. Ex. Given information about their state from two different authors, answer "What is the same?" and "What is different?" Ex. Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts. **Level III Students will:** **EERI.7.9.** Compare information provided by authors of two different texts on the same topic. Ex. Given information about Africa from two different authors, answer "What is the same?" Ex. Given two brief descriptions of a historical event and asked specific questions about one event, "Did both say the same thing about that?" **Level II Students will:** **EERI.7.9.** Identify a key piece of information provided by authors of two different texts on same subject. Ex. After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both. **Level I Students will:** **EERI.7.9.** Identify a detail provided by the authors. Ex. After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher. Ex. During shared reading of an informational text, use a switch, a nod, or answer "yes" or "no" when the teacher asks, "Did the author say . . . ?"

		in a text are deliberately selected by author to influence the reader.	biography (Writing/Speaking) Students are able to analyze two or more texts of the same person and use evidence to support comparisons and contrasting information	

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 7**	**Standard 10 (RI.7.10)**

	Quarter 1:	**Quarter 2:**	**Quarter 3:** Identify/understand: - key ideas and details - craft and structure - integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary Comprehend independently: - key ideas and details - craft and structure - integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary	**Quarter 4:** Identify/understand: - key ideas and details - craft and structure - integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary Comprehend independently: - key ideas and details - craft and structure - integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary
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.				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending	read and comprehend literary nonfiction	Students know or are able to: techniques for making meaning from	**Entering/Beginning** (Reading/Listening) Students are able to identify elements of expository text including:	**Level IV Students will:** **EERI.7.10.** Demonstrate ability to compare and contrast narrative and expository grade-level texts on same topic. Ex. After reading two grade-level texts on the same topic, have students indicate, using graphic organizers, or a short writing piece, how the two different approaches treat the same subject matter.

appropriately complex informational texts	text complexity band proficiently with scaffolding as needed high end of the range	appropriately difficult informational text techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers make meaning from difficult literary nonfiction engage with and appreciate appropriately complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.	pictures, graphs, maps, captions in L1 or L2. (Writing/Speaking) Students are able to answer oral questions with one or two words about a text in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to identify main ideas and details from a story. (Writing/Speaking) Students are able to summarize texts. **Bridging/Reaching** (Reading/Listening) Students are able to answer analytical questions about grade level text. (Writing/Speaking) Students are able to connect personal experiences to text.	**Level III Students will:** **EERI.7.10.** Demonstrate ability to read grade-level text with fluency and comprehension Ex. Have students read aloud to whole class or one-on-one to show fluency at grade-level. Use AR reading tests or similar indications to demonstrate comprehension. **Level II Students will:** **EERI.7.10** Answer comprehension about grade level text Ex. After having had an expository text read aloud, give simple answers, point to words/pictures/captions/graphs to indicate answer to simple comprehension questions. (Eg. What does the graph tell us about when the turtles lay the most eggs?) **Level I Students will:** **EERI.7.10.** Exposure to grade-level texts Ex. After having a story read aloud, can indicate personal opinion/relatedness of subject matter.

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 7**	**Standard 1 (W.7.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify accurate, credible sources Recognize phrases and clauses that create cohesion and clarify relationships Identify and define: • alternate and opposing claims • relevance • evidence • argument • cohesion • formal style 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 Determine how to introduce claims and acknowledge alternate or	**Quarter 4:** Identify accurate, credible sources Recognize phrases and clauses that create cohesion and clarify relationships Identify and define: • alternate and opposing claims • relevance • evidence • argument • cohesion • formal style 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 Determine how to introduce claims and acknowledge alternate or opposing claims

e. Provide a concluding statement or section that follows from and supports the argument presented.			opposing claims Organize reasons and evidence logically Determine logical and relevant support for claims Evaluate sources for credibility and accuracy Produce an argument to support claims, which: • introduces claims • acknowledges opposing or alternate claims • is logically organized • supports claims with logical reasoning and relevant evidence • cites credible and accurate sources of information • uses words, phrases, and clauses to create cohesion and clarify relationships • establishes and maintains a formal style Provides an appropriate concluding statement that follows from and supports the argument presented	Organize reasons and evidence logically Determine logical and relevant support for claims Evaluate sources for credibility and accuracy Produce an argument to support claims, which: • introduces claims • acknowledges opposing or alternate claims • is logically organized • supports claims with logical reasoning and relevant evidence • cites credible and accurate sources of information • uses words, phrases, and clauses to create cohesion and clarify relationships • establishes and maintains a formal style Provides an appropriate concluding statement that follows from and supports the argument presented

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students write arguments to support claims with clear reasons, relevant evidence, and: use an introduction that states the claim and acknowledges opposing claims use a logical structure for organizing reasons and evidence use supporting claims with logical reasoning use supporting claims with accurate and credible sources demonstrate a clear understanding of the topic clarify relationships between claims and reasons with words, phrases, and clauses use a formal style	argument support claims clear reasons relevant evidence introduce claim acknowledge alternate or opposing claim logical reasoning organize reasons and evidence clearly accurate, credible sources demonstrating an understanding create cohesion clarify relationships among claims reasons and evidence formal style concluding statement or section that follows from and supports argument	Students know or are able to: the difference between argument and opinion what counterarguments are and how to identify, form, and use them how to select the best evidence (accurate, credible sources) to support their claim arguments demonstrate an understanding of the topic and states and supports a claim techniques for creating cohesion and clarifying relationships among claims, reasons, and evidence (words, phrases, and clauses) writing style is adjusted based on audience and purpose the difference between formal and informal	**Entering/Beginning** (Reading/Listening) Students are able to identify the authors claim about a topic in L1 or L2 (Writing/Speaking) Students are able to produce simple argument writing in L1 or L2 **Developing/Expanding** (Reading/Listening) With guidance and support, students are able to answer analytical questions about grade level text. (Writing/Speaking) Students are able to produce simple argumentative pieces with claims and evidence using scaffolding and sentence starters. **Bridging/Reaching** (Reading/Listening) Students are able to indicate how a particular reasoning is valid in the text (Writing/Speaking) Students are able to produce extended	**Level IV Students will:** **EEW.7.1.a-b.** Write a claim and support it with multiple reasons or other relevant evidence. Ex. Write a claim (e.g., *Saturdays are best.*) and support it with multiple reasons (e.g., *I get to sleep late. I watch TV. I stay home.*). Ex. Write a claim (e.g., *I like pizza.*) and support it with multiple statements of relevant evidence (e.g., *I buy it at lunch. I eat it all.*). **EEW.7.1.c-e.** N/A **Level III Students will:** **EEW.7.1.a-b.** Write a claim and support it with one reason or other relevant evidence. Ex. Write a claim (e.g., *Saturdays are best.*) and support it with a reason (e.g., *I get to sleep late.*) Ex. Write a claim (e.g., *I like pizza.*) and support it with relevant evidence (e.g., *I eat it all.*). **EEW.7.1.c-e.** N/A **Level II Students will:** **EEW.7.1.a-b.** With guidance and support, write a claim and support it with one reason. Ex. Write a claim with guidance (e.g., The student tells a peer "ice cream every day" and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.). Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., *We need [claim] because [supportive reason]. We need recess because fun. We need gum because good. We need talk because friends.*). After each statement, the teacher leads group in identifying claim and discussion of reason. Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence, *I think we need more* **computers**. And then the student completes more sentences working with the teacher, *We need more* **computers** *because we don't have enough. We have six students. We only have* **two computers.**). **EEW.7.1.c-e.** N/A **Level I Students will:** **EEW.7.1.a-b.** Select a claim. Ex. When signing in each morning, select a claim about the day choosing among claims (e.g., *I will have a good day, I will have a quiet day,* or *I will work hard today*).

end with a concluding statement or section that is related to and supports the argument		style arguments follow a predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement) identify qualities of arguments, write an argument to support a claim, acknowledge alternate or opposing claims, use logical reasoning and relevant evidence (credible sources) to support claim, demonstrate understanding of topic use words, phrases, and clauses to clarify relationships and create	argumentative pieces at grade level with claims and evidence	Ex. During shared reading, select a claim about the book (e.g., *This story isn't true,* or *I know something about this,* or *I heard this before*). Ex. After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., "Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder]."). **EEW.7.1.c-e.** N/A

		cohesion, write with a formal style write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument), Students understand that well-developed arguments express a point-of-view and are supported by relevant evidence.		

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 7**	**Standard 2 (W.7.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations,	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify a topic Identify and recognize: • definition • classification • comparison/contrast • cause/effect • strategies • text features (graphics, charts, tables, multimedia) Select appropriate: • facts • definitions • concrete details • quotations • examples Recognize and select appropriate transitions to create cohesion and clarify relationships Identify domain specific vocabulary and precise vocabulary	**Quarter 4:**

or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.			Recognize formal style Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented Write an informative/explanatory text to: • examine a topic • convey ideas • concepts and information through: • text selection • organization • analysis of relevant content Introduce, preview, and develop a topic with: • relevant fact • definitions • concrete details • quotations • other information • examples Organize: • ideas • concepts • information Use strategies such as: • definitions • classification • comparison/contrast	

			• cause/effect
			
			Use:
			  • formatting
			  • graphics
			  • multi
			  • media
			when useful in aiding comprehension
			
			Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion
			
			Use precise language and domain-specific vocabulary to inform or explain the text
			
			Establish and maintain a formal style
			Provide a supportive, concluding statement or section that follows from the information or explanation presented	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students create informative/ explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by: clearly introducing the topic previewing what is to follow organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect purposefully included formatting, graphics, and multimedia fully developing a topic through relevant facts, definitions, concrete details, and quotations	informative / explanatory texts examine a topic convey ideas, concepts, information selection, organization, and analysis of relevant content introduce a topic previewing what is to follow organize ideas, concepts, information definition classification comparison/contrast cause/effect formatting graphics multimedia develop the topic	Students know informative / explanatory texts: examine a topic convey ideas, concepts, and information select, organize, and analyze relevant content use strategies such as definition, classification, comparison/contrast, and cause/effect use formatting (e.g. headings), graphics, and multimedia to aid comprehension follow a predictable structure (e.g. introduce topic, preview what is to follow, develop topic, concluding statement) develop topic with facts, definitions, concrete details,	**Entering/Beginning** (Reading/Listening) Students are able to create a timeline of events in L1 or L2 (Writing/Speaking) Students are able to produce simple expository or informational text in L1 or L2 **Developing/Expanding** (Reading/Listening) With prompting, students are able to answer simple questions about grade level nonfiction text. (Writing/Speaking) Students are able to produce simple informational text at grade level (Eg. "How to" processes or class surveys) **Bridging/Reaching** (Reading/Listening) Students are able to answer analytical questions about grade level nonfiction text. (Writing/Speaking) Students are able to produce extended expository or informational	**Level IV Students will:** **EEW.7.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements. Ex. Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions. **EEW.7.2.c.** N/A **EEW.7.2.d.** Use wide range of domain-specific vocabulary when writing about a topic. Ex. During a unit on rivers, when writing about the river, appropriately use a wide array of words like *current, hydro-electric, erosion, basin, tributary,* and *habitat* by referring to the glossary of the text. Ex. During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary. **EEW.7.2.e-f.** N/A **Level III Students will:** **EEW.7.2.a-b.** Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts.). Ex. Write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video about Balto, write about details from the story and the video.). **EEW.7.2.c.** N/A **EEW.7.2.d.** Use domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like *current* and *habitat* appropriately with word prediction software with an incorporated topic dictionary. Ex. With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing. **EEW.7.2.e-f.** N/A **Level II Students will:** **EEW.7.2.a-b.** Write to convey ideas and information. Ex. Write on an assigned topic (e.g., When asked to write about the river, the student writes,

using transitional words, phrases, and clauses to create cohesion and clarify relationships among ideas and concepts using precise word choice including domain-specific vocabulary establishing a formal style ending with a relevant and supportive concluding statement or section	relevant facts, definitions, concrete details appropriate transitions create cohesion clarify the relationships precise language domain-specific vocabulary formal style concluding statement that follows from and supports the information or explanation	quotations, examples, and other information use appropriate transitions to create cohesion and clarify relationships among ideas and concepts use precise language and domain-specific vocabulary to inform about and explain the topic use elements of formal style use a concluding statement or section that follows from and supports the information or explanation presented vocabulary: transitions identify qualities of informative/explanatory pieces examine topics by selecting, organizing, and analyzing relevant	text at grade level	*River is fast.*). Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.) and gather relevant photos and videos from the Internet to include in and link to the report. **EEW.7.2.c.** N/A **EEW.7.2.d.** With guidance and support, use domain-specific vocabulary when writing about a topic. Ex. Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic. Ex. Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic. Ex. Write with a peer using word prediction software with an incorporated topic dictionary. **EEW.7.2.e-f.** N/A **Level I Students will:** **EEW.7.2.a-b.** Communicate ideas and information contributing to a text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., "I go") which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., "Mom drives") and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created. **EEW.7.2.c.** N/A **EEW.7.2.d.** With guidance and support, use domain-specific vocabulary when communicating about a text. Ex. Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic which the adult then writes in a group text and reads aloud to the entire group while pointing to the words. Ex. Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group. **EEW.7.2.e-f.** N/A

		content		
		introduce a topic clearly by previewing what is to follow		
		organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect		
		write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, group related information logically, develop topic through facts, definitions, details, quotations, examples, and other information, and conclusion)		
		incorporate useful formatting, graphics, and multimedia in		

		informative/explanatory pieces		
		employ facts, definitions, concrete details, quotations, examples, and other information to develop topics		
		employ appropriate transitions to create cohesion and clarify relationships among ideas and concepts		
		include precise language and domain-specific vocabulary in informative/explanatory pieces		
		create a conclusion that follows from and supports the information or explanation presented.		
		Students understand that informative / explanatory writing conveys ideas, concepts, and information through		

		cohesive ideas and detailed		

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 7**	**Standard 3 (W.7.3)**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey	**Quarter 1:** Define point of view Identify various points of view in a narrative Identify how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Use a variety of techniques to engage the reader and establish context and point of view Use dialogue, pacing, description to develop events and characters Use a variety of transitions to move events along and to signal shifts in a narrative Develop conclusions that reflect on the events of a narrative Use precise, descriptive, and sensory language to capture the	**Quarter 2:** Define point of view Identify various points of view in a narrative Identify how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Use a variety of techniques to engage the reader and establish context and point of view Use dialogue, pacing, description to develop events and characters Use a variety of transitions to move events along and to signal shifts in a narrative Develop conclusions that reflect on the events of a narrative Use precise, descriptive, and sensory language to capture the	**Quarter 3:**	**Quarter 4:** Define point of view Identify various points of view in a narrative Identify how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Use a variety of techniques to engage the reader and establish context and point of view Use dialogue, pacing, description to develop events and characters Use a variety of transitions to move events along and to signal shifts in a narrative Develop conclusions that reflect on the events of a narrative Use precise, descriptive, and sensory language to capture the

sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	action and to develop experiences and events Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion	action and to develop experiences and events Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion		action and to develop experiences and events Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students write a narrative that includes real or imagined experiences or events: engaging reader establishing the situation introducing narrator or characters organizing an event sequence that unfolds naturally using dialogue, pacing, and description to develop experiences, events, and/or characters varying transitional words, phrases, and clauses to convey sequence and signal shifts in time or setting using precise words and phrases using relevant	narrative effective technique relevant descriptive details context point of view well-structured event sequences event sequence that unfolds naturally and logically dialogue pacing precise words and phrases relevant descriptive details sensory language transition words, phrases, clauses conclusion	Students know that a narrative: can be real or imagined utilizes a narrator describes characters by how they look, what they do, say, and think uses transition words, phrases, and clauses involves multiple time frames and/or settings (if appropriate to narrative) uses descriptive language to capture action, provides a sense of closure provides a conclusion that reveals something important about self or life vocabulary: transitions write a real or imagined	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to sequence events from a story in L1 or L2 (Writing/Speaking) With guidance and support, students are able to produce a simple narrative in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to sequence events from a story (Writing/Speaking) Students are able to produce simple narrative **Bridging/Reaching** (Reading/Listening) Students are able to create a report to show class narrative elements of story. (Writing/Speaking) Students are able to produce extended narrative at grade level using effective story-telling	**Level IV Students will:** **EEW.7.3.a-b.** Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., *Go to movies*), writing about himself (*me*) and friends (*JT* and *K*), and including multiple events (*Go in car. By popcn* [popcorn]. *sit fnt* [front]). Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **EEW.7.3.c-e.** N/A **Level III Students will:** **EEW.7.3.a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., *make bns* [brownies]) writing about himself (*me*) and mom (*mom*), and including two events (*cook. eat.*). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **EEW.7.3.c-e.** N/A **Level II Students will:** **EEW.7.3.a-b.** With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (*siping* [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about [event]. The colonists [did what two things] because [what were they mad about].). **EEW.7.3.c-e.** N/A **Level I Students will:** **EEW.7.3.a-b.** With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures

descriptive details			narrative that spans one or more time frames and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, pacing, transition words, phrases, and clauses, a sense of closure, and a conclusion that reveals something important about self or life. Students understand that narratives convey real or imagined experiences or events through deliberate use of sequencing, narrative technique to develop a unique voice, and point of view.	techniques	to say, "me go" which the adult writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games) which the adult adds to a group chart of likes and dislikes and reads aloud to the group. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes. **EEW.7.3.c-e.** N/A
using sensory language					
capturing action					
conveying experiences and events precisely					
using a conclusion that follows from narrated experiences or events					

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	**Cluster: Production and Distribution of Writing**	**Grade: 7**	**Standard 4 (W.7.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**Quarter 1:** Analyze the reason for writing a piece to decide on : • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards1-3)	**Quarter 2:** Analyze the reason for writing a piece to decide on : • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards1-3)	**Quarter 3:** Analyze the reason for writing a piece to decide on : • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards1-3)	**Quarter 4:** Analyze the reason for writing a piece to decide on : • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards1-3

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)	"clear and coherent writing" development organization style "appropriate to task, purpose, and audience" "grade-specific expectations"	Students know or are able to: qualities of clear and coherent writing purposes for a variety of types of writing potential audiences for a variety of types of writing techniques for developing ideas techniques for organizing writing techniques for creating consistent, appropriate style produce clear and coherent writing analyze a writing task to determine what is required adapt writing to fulfill a specific purpose	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to choose an audience appropriate to a specified style in L1 or L2 (Writing/Speaking) With guidance and support, students are able to create a few sentences in L1 or L2, focused on a specific audience **Developing/Expanding** (Reading/Listening) Students are able to organize a piece of writing with assistance of a graphic organizer (Writing/Speaking) Students are able to produce a simple written piece from a model **Bridging/Reaching** (Reading/Listening) Students are able to show the structure of their written piece and how its style and organization is aimed at a specific task or audience or purpose (Writing/Speaking) Students are able to produce extended writing at grade level that match organization and style with appropriate task, purpose or	**Level IV Students will:** **EEW.7.4.** Produce writing that is appropriate to the task, purpose, and audience. Ex. Write a note of apology. Ex. Write an assigned topic, providing supporting information as required by the assignment. Ex. Write a short research report stating the topic and providing supporting information as required by the assignment. Ex. Write a poem that has the desired language structure and content. **Level III Students will:** **EEW.7.4.** Produce writing that is appropriate to the task, purpose, or audience. Ex. Write the schedule for the day. Ex. Write an e-mail to Mom and Dad about something needed for school. Ex. Following the reading of a text with predictable structure and content (e.g., *Yo Yes*), create new text following the structure and content (e.g., *Play ball? Okay.*). **Level II Students will:** **EEW.7.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a letter-writing rubric or set of criteria to write a thank you note. Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it. **Level I Students will:** **EEW.7.4.** With guidance and support, produce writing for a variety of purposes. Ex. With guidance and support, write to sign name. Ex. With guidance and support, write to make a request. Ex. With guidance and support, write to respond. Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.

		adapt writing to meet the needs of an audience	audience.	
		develop ideas in a way appropriate to task and purpose		
		organize thoughts in a way appropriate to task and purpose		
		use style appropriate to task and purpose		
		apply these skills to a variety of types of writing		
		Students understand that the development, organization, and style of clear and coherent writing pieces are determined by task, purpose, and audience.		

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 7**	**Standard 5 (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 on page 52.)	**Quarter 1:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed	**Quarter 2:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed	**Quarter 3:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed	**Quarter 4:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, with some guidance and support from adults and peers, develop and strengthen writing by: planning revising editing rewriting trying a new approach to best address purpose and audience	some guidance and support from adults and peers develop and strengthen writing as needed planning revising editing rewriting trying a new approach how well purpose and audience have been addressed	Students know or are able to: techniques for using guidance and support from peers and adults qualities of well-developed and strong writing techniques for planning writing techniques for revising writing techniques for editing writing techniques for rewriting variety of approaches to writing writing address a purpose and audience use some adult and peer guidance and support to strengthen writing	**Entering/Beginning** (Reading/Listening) Students are able to read own writing and make fixes with spelling and simple grammar with use of a dictionary (Writing/Speaking) Students are able to make a list of the steps in the writing process **Developing/Expanding** (Reading/Listening) Students are able to read own writing (at grade level) and identify mistakes (Writing/Speaking) Students are able to make appropriate fixes to own writing using the writing process. **Bridging/Reaching** (Reading/Listening) Students are able to edit a partner's writing (Writing/Speaking) Students are able to determine whether to revise and rewrite their	**Level IV Students will:** EEW.7.5. With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback. **Level III Students will:** EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. Ex. After reading a science text, work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II Students will:** EEW.7.5. With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing. Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software. Ex. Work with teacher and peers in writing groups to listen to each group member respond ("What I liked best about your writing . . . ," "One question I have is . . . ?,".and "One suggestion I have is . . . ."), and use that feedback to revise draft with teacher guidance.

| | | use planning, revision, editing, rewriting, or a new approach to strengthen writing

explain techniques used to make writing appropriate for purpose and audience

produce writing that is well-developed and strong

Students understand that planning, revising, editing, rewriting, trying a new approach, and focusing on how well purpose and audience have been addressed are critical to the development of strong writing pieces | work or try a new approach | **Level I Students will:**
EEW.7.5. With guidance and support from peers and adults, write.
Ex. With guidance and support from peers, select words from a word bank for writing.
Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet ("Tell me the next one.") and write desired letters ("Write that one for me."). |
|---|---|---|---|---|

College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 7**	**Standard 6 (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.	**Quarter 1:** Identify publishing and collaborative options that use technology Explain how to: • cite sources • create hyperlinks Know how to collaborate effectively for an intended purpose Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience Determine the best technology options for communicating and collaborating with others for an intended purpose Use technology, including the Internet to: • produce • revise • edit publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose	**Quarter 2:** Identify publishing and collaborative options that use technology Explain how to: • cite sources • create hyperlinks Know how to collaborate effectively for an intended purpose Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience Determine the best technology options for communicating and collaborating with others for an intended purpose Use technology, including the Internet to: • produce • revise • edit publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose	**Quarter 3:** Identify publishing and collaborative options that use technology Explain how to: • cite sources • create hyperlinks Know how to collaborate effectively for an intended purpose Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience Determine the best technology options for communicating and collaborating with others for an intended purpose Use technology, including the Internet to: • produce • revise • edit publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose	**Quarter 4:** Identify publishing and collaborative options that use technology Explain how to: • cite sources • create hyperlinks Know how to collaborate effectively for an intended purpose Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience Determine the best technology options for communicating and collaborating with others for an intended purpose Use technology, including the Internet to: • produce • revise • edit publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: use technology to produce and publish writing use the Internet to produce and publish writing link to and cite sources use technology to interact and collaborate with others	use technology produce publish link to and cite sources interact and collaborate with others	Students know or are able to: technology can be used to produce and publish writing the Internet can be used to produce and publish writing steps for using technology to link to and cite sources techniques for using technology to interact and collaborate with peers use technology to produce and publish writing use the Internet to produce and publish writing link to and cite sources use technology to interact and collaborate	**Entering/Beginning** (Reading/Listening) With support and guidance, students are able to use technology to take notes on a topic in L1 or L2 (Writing/Speaking) With support and guidance, students are able to type own paragraph, in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to use the writing process (planning, revising, editing and rewriting) on own with little guidance or support. (Writing/Speaking) Students are able to publish grade level writing using multimedia (presentation, printed essay…) on own with little guidance or support. **Bridging/Reaching** (Reading/Listening) Students are independently able to complete the	**Level IV Students will:** **EEW.7.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers. **Level III Students will:** **EEW.7.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and then share what was learned with peers. **Level II Students will:** **EEW.7.6.** With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. **Level I Students will:** **EEW.7.6.** With guidance and support, use technology to participate in group writing

| | | with others

Students understand that technology and the Internet can be used to effectively produce and publish writing, link to and cite sources, and interact and collaborate with others. | writing process, independently (Writing/Speaking) Students are able to publish grade level papers and writings, independently. | projects.
Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.
Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.
Ex. Use a switch to say "I like that" (if they choose) when asked by group members what they think of pictures and text being developed by a small group.
Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by group seems on target. |
|---|---|---|---|---|

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	**Cluster: Build and Present Knowledge**	**Grade: 7**	**Standard 7 (W.7.7)**
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**Quarter 1:** Use reliable sources of Information Implement appropriate inquiry methods to conduct a short research project Select appropriate sources of information to answer a question Determine relevant and irrelevant information from sources 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 Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation	**Quarter 2:** Use reliable sources of Information Implement appropriate inquiry methods to conduct a short research project Select appropriate sources of information to answer a question Determine relevant and irrelevant information from sources 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 Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation	**Quarter 3:** Use reliable sources of Information Implement appropriate inquiry methods to conduct a short research project Select appropriate sources of information to answer a question Determine relevant and irrelevant information from sources 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 Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation	**Quarter 4:** Use reliable sources of Information Implement appropriate inquiry methods to conduct a short research project Select appropriate sources of information to answer a question Determine relevant and irrelevant information from sources 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 Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use several sources to conduct short research projects that: answer a question developing new questions based on investigation	short research project answer a question several sources additional related, focused questions	Students know or are able to: research answers a question steps in the research process (i.e. develop multi-faceted questions, locate sources, evaluate sources, organize findings, etc.) thorough research uses several sources techniques for generating additional questions based on inquiry select a topic for short research develop a single research question locate several sources to answer research question generate additional	**Entering/Beginning** (Reading/Listening) With support and guidance, students are able to identify two or three sources to support topic. (Writing/Speaking) With support and guidance, students are able to take notes from two or more sources to fill in a graphic organizer. **Developing/Expanding** (Reading/Listening) Students are able to identify multiple sources of different types to support a topic. (Writing/Speaking) Students are able to use sources to create a research report on a topic. **Bridging/Reaching** (Reading/Listening) Students are independently able to conduct research activities (Writing/Speaking) Students are able to publish	**Level IV Students will:** **EEW.7.7.** Conduct research to answer a question based on many sources of information. Ex. Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.). Ex. Use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project. **Level III Students will:** **EEW.7.7.** Conduct research to answer a question based on multiple sources of information. Ex. Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, "How is the moon different from earth?" and the student reads the websites to identify information before writing the answer.). Ex. Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? *Most water in oshuns* [oceans]. *Water in lakes. Water in air. Water in people and anmals* [animals].). **Level II Students will:** **EEW.7.7.** Conduct research to answer a question based on one source of information. Ex. Read text to collect information that answers a question on a given topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students a text that has the answers in it. The students read the text in order to find the answers.). Ex. Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" water in *oshun* [ocean].). Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.

		focus questions based on findings	grade level research papers independently.	**Level I Students will:**
		use a graphic organizer to record thoughts		**EEW.7.7.** Participate in group research and writing activities.
		answer questions through research		Ex. Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., The student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, "Where is most of the water on earth?" The student answers by touching highlighted words, using a single message voice output device, signing or saying "oceans.").
		Students understand that research is a process that involves answering a focused question, investigating several sources, and generating related questions.		Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.

College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 7**	**Standard 8 (W.7.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**Quarter 1:** Use effective search terms Recognize: standard formats for • citations • credibility • accuracy Follow standard citation format Assess the credibility and accuracy of sources Quote or paraphrase the data and conclusions of others avoiding plagiarism	**Quarter 2:** Use effective search terms Recognize: standard formats for • citations • credibility • accuracy Follow standard citation format Assess the credibility and accuracy of sources Quote or paraphrase the data and conclusions of others avoiding plagiarism	**Quarter 3:** Use effective search terms Recognize: standard formats for • citations • credibility • accuracy Follow standard citation format Assess the credibility and accuracy of sources Quote or paraphrase the data and conclusions of others avoiding plagiarism	**Quarter 4:** Use effective search terms Recognize: standard formats for • citations • credibility • accuracy Follow standard citation format Assess the credibility and accuracy of sources Quote or paraphrase the data and conclusions of others avoiding plagiarism

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students learn relevant information from multiple credible and accurate print and digital sources by: effectively using search terms quoting or paraphrasing data and conclusions avoiding plagiarism following standard citation format	gather relevant information multiple print and digital sources using search terms effectively assess the credibility and accuracy quote or paraphrase data and conclusions avoiding plagiarism standard format for citation	Students know or are able to: difference between print and digital sources techniques for assessing credibility and accuracy of sources techniques for avoiding plagiarism (quoting sources or paraphrasing) a process for note-taking during and after reading components of a standard format for citation vocabulary: plagiarism locate relevant print and digital sources gather relevant information from print and digital sources use search terms	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to make a list of resources used when researching a topic. (Writing/Speaking) Students are able to recall information about a researched topic. **Developing/Expanding** (Reading/Listening) Students are able to gather relevant information about a research topic. (Writing/Speaking) Students are able to present information on a researched topic and why it is or is not credible and accurate. **Bridging/Reaching** (Reading/Listening) Students are able to determine whether a particular website or information source is credible. (Writing/Speaking) Students are able to gather relevant, accurate and credible information for use in a research project.	**Level IV Students will:** **EEW.7.8.** Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide. **Level III Students will:** **EEW.7.8.** Select quotes from multiple print or digital sources that provides important information about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide. **Level II Students will:** **EEW.7.8.** Select quotes from print or digital sources that provide information about a topic. Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean. **Level I Students will:** **EEW.7.8.** With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output device during shared reading to say, "That sounds good." The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.

		effectively assess credibility and accuracy of each source take notes on sources quote or paraphrase data and conclusions avoid plagiarism follow standard format for citation Students understand that research involves systematically gathering information from multiple credible, accurate print and digital sources, avoiding plagiarism, and creating a standard bibliography.		

College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 7**	**Standard 9 (W.7.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text Draw upon key ideas and details as support for research	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students critically read literature and literary nonfiction and use writing to: compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time period as a means of understanding how authors of fiction use or alter history trace and evaluate the argument and specific claims of a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	literary text informational text analysis reflection research compare and contrast fictional portrayal historical account how authors of fiction use or alter history literary nonfiction trace and evaluate specific claims assessing reasoning is sound evidence is relevant and sufficient	Students know or are able to: elements of analytical, reflective, and research-based writing techniques for critical reading of literature and literary nonfiction techniques for note-taking during and after reading techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts arguments and claims should be supported by reasons and evidence compose an analytical, reflective, or research-based piece in response to literature and literary	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to use context clues, illustrations or text features in L1 or L2 (Writing/Speaking) With guidance and support, students are able to explain strategies used to critically read literature or informational texts in L1 or L2. **Developing/Expanding** (Reading/Listening) Using graphic organizers, students are able to use text to support claims with evidence (Writing/Speaking) Students are able to use multiple strategies, texts, and text features to create grade level research with evidence. **Bridging/Reaching** (Reading/Listening) Students are able to use text to support claims with	**Level IV Students will:** **EEW.7.9.a.** N/A **EEW.7.9.b.** N/A **Level III Students will:** **EEW.7.9.a.** Apply to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). Ex. After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. Ex. After reading a story and seeing a video of the same story, write to compare the two. Ex. After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. **EEW.7.9.b.** Apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g., "Delineate the specific claims in a text."). Ex. After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best. Ex. After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated. **Level II Students will:** **EEW.7.9.a.** With guidance and support from adults and peers, apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). Ex. After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. Ex. Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. **EEW.7.9.b.** With guidance and support, apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g., "Delineate the specific claims in a text.").

(familiar with grade 7 reading standards)	nonfiction analyze a prompt about a text to determine what is being asked form ideas in response to a prompt about a text support ideas with evidence from a text trace and evaluate an argument and specific claims Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from appropriate texts.	evidence (Writing/Speaking) Students are able to use multiple strategies, text features and texts to develop an analysis of the text.	Ex. After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated. Ex. After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to write about the claims. **Level I Students will:** **EEW.7.9.a.** With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a detail or idea that is important. Ex. During shared reading of text projected on an interactive whiteboard, indicate with "yes" or "no" whether they think the highlighted text chosen by peers is important and listen as peers defend choice in text. **EEW.7.9.b.** With guidance and support, participate in shared writing activities that build on shared reading activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a claim from an advertisement.

Common Core ELA Pacing Guide
7th Grade

College and Career Readiness (CCR) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Strand: Writing	**Cluster: Range of Writing**	**Grade: 7**	**Standard 10 (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.	**Quarter 1:** Identify: • audience • topic • purpose Identify appropriate organizational structure for various types of writing Determine when to write for either extended and/or shorter time frames based upon: • audience • purpose • task Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience Write for various: • audiences • purposes • tasks for a shortened time frame (a single setting or a day or two) Write for various: • audiences • purposes • tasks within an extended time frame (time for research, reflection and	**Quarter 2:** Identify: • audience • topic • purpose Identify appropriate organizational structure for various types of writing Determine when to write for either extended and/or shorter time frames based upon: • audience • purpose • task Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience Write for various: • audiences • purposes • tasks for a shortened time frame (a single setting or a day or two) Write for various: • audiences • purposes • tasks within an extended time frame (time for research, reflection and	**Quarter 3:** Identify: • audience • topic • purpose Identify appropriate organizational structure for various types of writing Determine when to write for either extended and/or shorter time frames based upon: • audience • purpose • task Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience Write for various: • audiences • purposes • tasks for a shortened time frame (a single setting or a day or two) Write for various: • audiences • purposes • tasks within an extended time frame (time for research, reflection and	**Quarter 4:** Identify: • audience • topic • purpose Identify appropriate organizational structure for various types of writing Determine when to write for either extended and/or shorter time frames based upon: • audience • purpose • task Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience Write for various: • audiences • purposes • tasks for a shortened time frame (a single setting or a day or two) Write for various: • audiences • purposes • tasks within an extended time frame (time for research, reflection and

				revision)
revision)		revision)		revision)

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
With practice and support, students: produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.	write routinely range of tasks, purposes, and audiences extended time frames shorter time frames	Students know or are able to: techniques for writing in short and/or extended time frames task specific writing procedures techniques for creating writing appropriate for specific audiences and purposes complete various pieces of writing over varying lengths of time organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings Students understand that writing pieces are organized and developed based on task, audience, and	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to plan for writing using a graphic organizer. (Writing/Speaking) With guidance and support, students are able to routinely write short essays in L1 moving toward L2. **Developing/Expanding** (Reading/Listening) Students are able to routinely plan for writing and follow editing process (Writing/Speaking) Students are able to routinely write for longer periods of time **Bridging/Reaching** (Reading/Listening) Students are able to independently complete the writing process on all essays and writing assignments (Writing/Speaking)	**Level IV Students will:** EEW.7.10. N/A **Level III Students will:** EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. **Level II Students will:** EEW.7.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. Ex. Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day's instruction for an absent classmate. **Level I Students will:** EEW.7.10. With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, communicate feelings which are written by the teacher into a *Feelings* book. Ex. Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).

		purpose.	Students have internalized a writing routine and are able to independently determine the appropriate length and purpose of a certain piece of writing.	

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 7**	**Standard 1 (SL.7.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**Quarter 1:** Identify key ideas from reading material or research Describe components of a collegial discussion and planning Recognize key ideas and new information posed during discussions Reflect on discussion topics using evidence from the text and/or research 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 Interpret other's opinions	**Quarter 2:** Identify key ideas from reading material or research Describe components of a collegial discussion and planning Recognize key ideas and new information posed during discussions Reflect on discussion topics using evidence from the text and/or research 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 Interpret other's opinions	**Quarter 3:** Identify key ideas from reading material or research Describe components of a collegial discussion and planning Recognize key ideas and new information posed during discussions Reflect on discussion topics using evidence from the text and/or research 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 Interpret other's opinions Formulate comments, questions, and responses based on	**Quarter 4:** Identify key ideas from reading material or research Describe components of a collegial discussion and planning Recognize key ideas and new information posed during discussions Reflect on discussion topics using evidence from the text and/or research 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 Interpret other's opinions Formulate comments, questions, and responses based on

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Formulate comments, questions, and responses based on evidence from the text or topic Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts Demonstrate collegial rules during discussion Articulate personal ideas clearly Pose relevant questions that elicit elaboration on the topic or text 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	Formulate comments, questions, and responses based on evidence from the text or topic Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts Demonstrate collegial rules during discussion Articulate personal ideas clearly Pose relevant questions that elicit elaboration on the topic or text 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	evidence from the text or topic Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts Demonstrate collegial rules during discussion Articulate personal ideas clearly Pose relevant questions that elicit elaboration on the topic or text 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	evidence from the text or topic Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts Demonstrate collegial rules during discussion Articulate personal ideas clearly Pose relevant questions that elicit elaboration on the topic or text 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

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to: be prepared by reading or researching required materials refer to evidence in order to explore and use ideas gained from preparation follow rules for collegial discussions ask questions that draw out more information make comments that keep discussion on topic contribute relevant observations and ideas recognize new information expressed by others	range of collaborative discussions diverse partners grade 7 topics, texts, and issues rules for collegial discussions track progress toward specific goals and deadlines individual roles	Students know or are able to: techniques to prepare for discussions (reading, researching, investigating, reflecting) how to incorporate evidence about the topic into the discussion rules for collegial discussions techniques to pose and respond to questions to increase information and add details strategies to respond with relevant observations and ideas strategies to bring the discussion back to the topic techniques to elaborate on the remarks of others	**Entering/Beginning** (Reading/Listening) Students are able to agree or disagree with peers in one or two word sentences (Writing/Speaking) Students are able ask short questions of peers. **Developing/Expanding** (Reading/Listening) Students are able to prepare to have a discussion with peers on grade level topics by formulating questions and planning talking points. (Writing/Speaking) Students are able build on ideas from peers and develop persuasive arguments **Bridging/Reaching** (Reading/Listening) Students are able to form opinions of people, places or ideas from oral scenarios. (Writing/Speaking) Students are able to hold a discussion about a range of grade-level content topics in partnerships, small groups or class wide discussions.	**Level IV Students will:** **EESL.7.1.a.** Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion. **EESL.7.1.b.** N/A **EESL.7.1.c.** N/A **EESL.7.1.d.** N/A **Level III Students will:** **EESL.7.1.a.** Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion. **EESL.7.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Ex. After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group. Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object. **EESL.7.1.c.** Remain on the topic of the discussion when asking or answering questions or making other contributions. Ex. During a discussion with peers about a text, add a comment to the discussion that is on topic (e.g., "It said to ____."). Ex. During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., "He said to ____."). **EESL.7.1.d.** Accept when others involved in the discussion agree or disagree with own perspective. Ex. After making a statement in a discussion when teacher asks, "What do you think?," if others disagree, indicate the comment was understood. **Level II Students will:** **EESL.7.1.a.** Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . .).

modify own views, if necessary		how to recognize new information expressed by others new information expressed during the discussion may warrant modification of their own views prepare for collaborative discussions by reading, researching, investigating, and reflecting use evidence gained during preparation to explore ideas during the discussion listen attentively to discussions about grade 7 topics, texts, and issues contribute to discussions about grade 7 topics, texts, and issues follow rules for		Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. **EESL.7.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. Ex. Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules. Ex. Add to the discussion when directly prompted to (e.g., "Tell us what you think."). **EESL.7.1.c.** Ask and answer questions specific to the topic, text, or issue under discussion. Ex. During a discussion with peers about a text, ask specific questions about the content (e.g., "Why did she do that?") and answer questions when asked by peers (e.g., "What do you think?"). Ex. During a discussion with peers about current events, ask specific questions (e.g., "What happened to him?") and answer questions (e.g., "Have you ever been there?"). **EESL.7.1.d.** Indicate agreement with others during group discussions. Ex. Using preprogrammed messages, communicate agreement with points others state. Ex. During a discussion about a science experiment in which the group participated or observed, use a multiple message voice output device to indicate agreement with a peer when he or she comments on the experiment. **Level I Students will:** **EESL.7.1.a.** Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion. **EESL.7.1.b.** Participate in discussions with adults and peers. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion. **EESL.7.1.c.** Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion. **EESL.7.1.d.** Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.

		collegial discussions contribute to collegial discussions discuss topics, text, or issues one-on-one or in groups participate in teacher-led discussions ask and answer questions to increase information and add details contribute relevant observations and ideas bring the discussion back to the topic elaborate on the remarks of others acknowledge new information expressed by others modify their views based on new information expressed during the discussion		

		Students understand that engaging in effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, understanding multiple perspectives, and possibly modifying their own views.		

College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 7**	**Standard 2 (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	**Quarter 1:**	**Quarter 2:** Identify main details and supporting details that contribute to the: • topic • text or • issue of study of various media formats Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) Explain how the ideas clarify the: • topic • text • issue under study	**Quarter 3:** Identify main details and supporting details that contribute to the: • topic • text or • issue of study of various media formats Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) Explain how the ideas clarify the: • topic • text • issue under study	**Quarter 4:** Identify main details and supporting details that contribute to the: • topic • text or • issue of study of various media formats Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) Explain how the ideas clarify the: • topic • text • issue under study

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
During or after listening or viewing, students: analyze main ideas and supporting details presented in diverse media formats explain how the ideas clarify a topic, text, or issue under study.	analyze main ideas supporting details diverse media and formats (e.g., visually, quantitatively, orally) explain how the ideas clarify	Students know or are able to: techniques to analyze information seen or heard in diverse media and formats techniques for considering how ideas clarify a topic, text or issue under study vocabulary words: analyze, main ideas, supporting details, clarify analyze information seen or heard in diverse media formats consider how ideas clarify the topic, text, or issue under study Students understand that listeners or viewers form a thorough understanding of a topic, text, or issue by evaluating the credibility and accuracy	**Entering/Beginning** (Reading/Listening) Students are able to match visual information with written information by pointing, matching, indicating in short sentences or single words in L1 or L2. (Writing/Speaking) Students are able to answer with phrases or short answer when asked about orally given information from different media sources in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to interpret information from diverse formats. (Writing/Speaking) Students are able to summarize content based information. **Bridging/Reaching** (Reading/Listening) Students are able to summarize a claim with evidence from multiple sources.	**Level IV Students will:** **EESL.7.2.** Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied. **Level III Students will:** **EESL.7.2.** Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video. Ex. State the main idea of a graph showing students' preferences during free time (e.g., "Tells you what most kids like to do."). **Level II Students will:** **EESL.7.2.** Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. Identify the topic of a video from an array of choices. Ex. Identify the topic of several different illustrations in a science textbook. **Level I Students will:** **EESL.7.2.** With support, identify graphic, visual, tactual, or other information that represents a particular topic. Ex. Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.

		of information presented in diverse media and formats.	(Writing/Speaking) Students are able to apply summarized information to new contexts in different formats (visual, quantitative, oral)	

Common Core ELA Pacing Guide
7th Grade

College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 7**	**Standard 3 (SL.7.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Define and identify: • sound reasoning • arguments • reasons • relevant evidence • sufficient evidence • claims Delineate a speaker's argument and specific claims Evaluate the: • soundness of the speaker's reasoning • relevance and sufficiency of the speaker's evidence

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
During or after listening or viewing, students: delineate a speaker's argument and specific claims evaluate soundness of the reasoning evaluate relevance and sufficiency of evidence	delineate argument specific claims evaluate the soundness reasoning relevance and sufficiency evidence	Students know or are able to: techniques for attentive listening the relationship between an argument and specific claims techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence signal words included in speeches to indicate transitions or relationships between ideas techniques for evaluating the soundness of reasoning listen attentively to a speaker to delineate and evaluate: main argument(s)	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify evidence to support a claim in L1 or L2 (Writing/Speaking) With guidance and support, students are able to make a list of evidence to support a claim in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to summarize a speaker's point of view and details that support it (Writing/Speaking) Students are able to answer simple questions about a speaker's reasoning and point of view with supporting details **Bridging/Reaching** (Reading/Listening) Students are able to identify the speaker's claim and their supporting evidence at grade level. Students are able to identify rhetoric in a speaker's claim (Writing/Speaking) Students are able to justify and defend explanations with evidence	**Level IV Students will:** **EESL.7.3.** After listening to a speaker, recall the speaker's claims and determine whether they are fact or opinion. Ex. After listening to the school's morning news program, recall what was on the news and determine whether the claims were fact (e.g., The boys' soccer team won.) or opinion (e.g., The dance is going to be really fun.). Ex. After watching a short documentary, discuss the claims made by the narrator and determine whether each is fact or opinion. **Level III Students will:** **EESL.7.3.** Determine whether the claims made by a speaker are fact or opinion. Ex. Identify fact versus opinion using key words such as *all, never, I think, I believe, I feel* (e.g., The Earth is a planet versus I think that people should take better care of the earth.). Ex. Given a list of statements recorded while a speaker was talking, sort the statement based on those that are fact and those that are opinion. Ex. After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion. **Level II Students will:** **EESL.7.3.** Determine whether one specific claim made by a speaker is fact or opinion. Ex. Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion. Ex. After listening to a speaker make a single claim (e.g., "I think we have to try."), determine if the claim is fact or opinion. **Level I Students will:** **EESL.7.3.** Communicate own opinion about a claim made by a speaker. Ex. After listening to the school's morning news program, indicate whether the items in the news are *good* or *bad* (e.g., The teacher asks, "Is it good or bad that the boys' soccer team won?"). Ex. After watching a short documentary, indicate whether the main claim made by the narrator (e.g., "We must save the environment.") is *right* or *wrong*.

		specific claims	
		claims supported by evidence	
		claims not supported by evidence	
		reasoning and use of supporting evidence	
		Students understand that discerning listening involves critiquing and evaluating.	

College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 7**	**Standard 4 (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.	**Quarter 1:** Identify claims/findings Identify • salient points Identify: • appropriate eye contact • adequate volume • clear • pronunciation Determine salient points And pertinent: • descriptions • facts • details • examples Sequence the following in a focused, coherent manner: • claims • findings • salient points • pertinent descriptions • facts • details and examples	**Quarter 2:** Identify claims/findings Identify • salient points Identify: • appropriate eye contact • adequate volume • clear • pronunciation Determine salient points And pertinent: • descriptions • facts • details • examples Sequence the following in a focused, coherent manner: • claims • findings • salient points • pertinent descriptions • facts • details and examples	**Quarter 3:** Identify claims/findings Identify • salient points Identify: • appropriate eye contact • adequate volume • clear • pronunciation Determine salient points And pertinent: • descriptions • facts • details • examples Sequence the following in a focused, coherent manner: • claims • findings • salient points • pertinent descriptions • facts • details and examples	**Quarter 4:** Identify claims/findings Identify • salient points Identify: • appropriate eye contact • adequate volume • clear • pronunciation Determine salient points And pertinent: • descriptions • facts • details • examples Sequence the following in a focused, coherent manner: • claims • findings • salient points • pertinent descriptions • facts • details and examples

	Present claims and findings Emphasize salient points Present information in a focused, coherent manner, including: • pertinent descriptions • facts • details • examples Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation	Present claims and findings Emphasize salient points Present information in a focused, coherent manner, including: • pertinent descriptions • facts • details • examples Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation	Present claims and findings Emphasize salient points Present information in a focused, coherent manner, including: • pertinent descriptions • facts • details • examples Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation	Present claims and findings Emphasize salient points Present information in a focused, coherent manner, including: • pertinent descriptions • facts • details • examples Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students use appropriate eye contact, adequate volume, and clear pronunciation to convey focused, coherent ideas including: presenting claims and findings emphasizing main points using key details and examples	claims and findings emphasizing salient points focused, coherent manner pertinent descriptions, facts, details, and examples appropriate eye contact adequate volume clear pronunciation	Students know or are able to: techniques for presenting claims and findings common words and gestures used by speakers to emphasize main points techniques for organizing and clarifying the relationship between main points and details importance of appropriate eye contact importance of adequate volume importance of clear pronunciation use speaking to present claims and findings use verbal and non-verbal techniques to	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to distinguish between a salient point and unrelated detail in L1 or L2. (Writing/Speaking) With guidance and support, students are able demonstrate good presentations skills including (eye contact, loud voice, clear pronunciation) in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to match a speaker's style with their purpose (eg. formal speaking style for academic presentation) (Writing/Speaking) Students are able to present simple expository or narrative pieces with a clear line of reason, supporting evidence, organization and development of ideas. **Bridging/Reaching**	**Level IV Students will:** **EESL.7.4.** Present own findings including descriptions, facts, or details related to a main idea or theme. Ex. State the main idea of one's own presentation (e.g., *Animal shelters fit their needs.*) and share specific descriptions of facts and details related to the topic. Ex. Using a multimedia presentation on an interactive whiteboard, present the theme of the presentation (e.g., *Rocks and minerals are all around us.*), and present facts or details about them. **Level III Students will:** **EESL.7.4.** Present findings including descriptions, facts, or details related to a main idea or theme. Ex. After working with a group to create a presentation on *Rocks and minerals are all around us.*, present the findings including details regarding the rocks and mineral samples that are being passed around the class. Ex. After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea. **Level II Students will:** **EESL.7.4.** Present findings including details related to a main idea or theme. Ex. Having worked with a group to create a presentation on *Rocks and minerals are all around us.*, present one or two details. Ex. After reading a book and discussing the theme, present two details related to the theme. **Level I Students will:** **EESL.7.4.** Indicate a detail related to a selected topic. Ex. Point to a detail in a media presentation. Ex. Vocalize in response to a specific part of a media presentation.

		emphasize key points	(Reading/Listening) Students can answer analytical questions about a speaker's purpose and supporting details.	
		select details and examples to compliment main ideas	(Writing/Speaking) Students can produce matching facts and details to support a written or spoken piece with a specific task, purpose or audience.	
		use appropriate eye contact		
		use adequate volume		
		use clear pronunciation		
		Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.		

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 7**	**Standard 5 (SL.7.5)**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	**Quarter 1:** Recognize: • claims • findings • salient points Determine which multimedia components/visual display options best emphasize and clarify the information Use multimedia components/visual displays in a presentation to: • clarify claims and findings • emphasize salient points	**Quarter 2:** Recognize: • claims • findings • salient points Determine which multimedia components/visual display options best emphasize and clarify the information Use multimedia components/visual displays in a presentation to: • clarify claims and findings • emphasize salient points	**Quarter 3:** Recognize: • claims • findings • salient points Determine which multimedia components/visual display options best emphasize and clarify the information Use multimedia components/visual displays in a presentation to: • clarify claims and findings • emphasize salient points	**Quarter 4:** Recognize: • claims • findings • salient points Determine which multimedia components/visual display options best emphasize and clarify the information Use multimedia components/visual displays in a presentation to: • clarify claims and findings • emphasize salient points

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students include multimedia components and visual displays to: clarify claims and findings emphasize main points in presentations.	multimedia components visual displays presentations clarify claims emphasize salient points	Students understand that/are able to: varied multimedia components when multimedia components and visual displays could be used for clarification and emphasis techniques for creating multimedia components or visual displays for clarification and emphasis clarify claims and findings and emphasize salient points in a presentation through the use of multimedia components and visual displays. Students understand that a speaker can clarify and emphasize information through multimedia components and visual displays.	**Entering/Beginning** (Reading/Listening) With guidance and support students are able to select appropriate images in digital media to go with writing in L1 or L2 (Writing/Speaking) With guidance and support students are able to produce a picture to highlight the salient points of a spoken or written piece in L1 or L2. **Developing/Expanding** (Reading/Listening) Students can drag and drop the parts of a story in chronological order. (Writing/Speaking) Students can describe how to use the multimedia of choice and explain why they made the choice. **Bridging/Reaching** (Reading/Listening) Students can develop a multimedia or visual presentation to clarify the main ideas of a spoken or written piece.	**Level IV Students will:** **EESL.7.5.** Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. Ex. Select audio recordings of different weather (e.g., light rain, thunder storm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end. Ex. Select pictures or clipart to explain how to feed a dog. **Level III Students will:** **EESL.7.5.** Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. Ex. Make a drawing to emphasize an important point in a presentation. Ex. Select an array of images from a media source to support points in a presentation. **Level II Students will:** **EESL.7.5.** Select items, images, or photographs to create a visual or tactual display. Ex. Select photographs for the group to use in creating a montage about the class project. Ex. Select objects from the set of objects collected by classmates to place in a visual display for curriculum night. **Level I Students will:** **EESL.7.5.** Select items for a visual or tactual display for the group to use in a presentation. Ex. Choose pictures to emphasize a point in the group's presentation given a choice of two or more acceptable photos. Ex. Choose tactual displays to emphasize a point in the group's presentation given a choice of two or more acceptable options.

			(Writing/Speaking) Students can justify the reasoning of their original written or spoken piece using multimedia and visual tools such as: PowerPoint, social media, film editing, Photoshop, podcasts, blogs, vlogs, etc.	

College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 7**	**Standard 6 (SL.7.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	**Quarter 1:** Describe: • formal and informal • settings • qualities of formal speech • qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal, standard English when speaking	**Quarter 2:** Describe: • formal and informal • settings • qualities of formal speech • qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal, standard English when speaking	**Quarter 3:** Describe: • formal and informal • settings • qualities of formal speech • qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal, standard English when speaking	**Quarter 4:** Describe: • formal and informal • settings • qualities of formal speech • qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal, standard English when speaking

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: adapt speech to a variety of contexts and tasks. demonstrate command of speaking in formal English when indicated or appropriate	adapt speech variety of contexts and tasks demonstrating command of formal English when indicated or appropriate	Students knows: what types of contexts call for formal English techniques for evaluating whether formal English is appropriate to a task and situation vocabulary: formal English adapt their speech appropriately to task and situation demonstrate command of formal English when appropriate to task and situation Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify different types of speech, formal and informal. (Writing/Speaking) With guidance and support, students are able to express simple needs in English. **Developing/Expanding** (Reading/Listening) Students are able to understand both formal and informal language (Writing/Speaking) Students are able to use formal and informal language as needed **Bridging/Reaching** (Reading/Listening) Students are able to identify when to adapt a speaking style to a certain task or context. (Writing/Speaking) Students are able to demonstrate command of formal spoken English including: appropriate use of academic vocabulary,	**Level IV Students will:** **EESL.7.6.** Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English. Ex. Communicate an event from different perspectives for different audiences (e.g., Tell about a personal experience in class and adjust the language to tell about the same event to peers.). **Level III Students will:** **EESL.7.6.** Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. Ex. Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., "He did . . . ." "I did . . . ."). Ex. Provide a complete account of an event in which they participated differently for different audiences (e.g., "First, we . . . . Next, we . . . . Then, we . . . , and . . . ."). **Level II Students will:** **EESL.7.6.** Participate in communication activities with a partner. Ex. Initiate communication with a partner. Ex. Respond meaningfully by gesturing, nodding, or using other devices to indicate understanding to communications from others. **Level I Students will:** **EESL.7.6.** Communicate with multiple communication partners. Ex. Use eye gaze to communicate with more than one communication partner. Ex. Use a single message voice output device programmed with a greeting to communicate with adults and peers in hallway.

			formal tone, absence of jargon and slang.	

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 7**	**Standard 1 (L.7.1)**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**Quarter 1:** Recognize: • phrases • clauses Identify: • compound-complex sentences • misplaced modifiers • dangling modifiers Demonstrate command of the conventions 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 the conventions of standard English	**Quarter 2:** Recognize: • phrases • clauses Identify: • compound-complex sentences • misplaced modifiers • dangling modifiers Demonstrate command of the conventions 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 the conventions of standard English grammar and usage when speaking	**Quarter 3:** Recognize: • phrases • clauses Identify: • compound-complex sentences • misplaced modifiers • dangling modifiers Demonstrate command of the conventions 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 the conventions of standard English grammar and usage when speaking Choose phrases and clauses correctly in speaking	**Quarter 4:** Recognize: • phrases • clauses Identify: • compound-complex sentences • misplaced modifiers • dangling modifiers Demonstrate command of the conventions 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 the conventions of standard English grammar and usage when speaking Choose phrases and clauses correctly in speaking

grammar and usage when speaking Choose phrases and clauses correctly in speaking Select and combine sentences to show relationships between/among speaking Correct misplaced and dangling modifiers	Choose phrases and clauses correctly in speaking Select and combine sentences to show relationships between/among speaking Correct misplaced and dangling modifiers	Select and combine sentences to show relationships between/among speaking Correct misplaced and dangling modifiers	Select and combine sentences to show relationships between/among speaking Correct misplaced and dangling modifiers

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, when writing and/or speaking, apply standard grammar and usage including: understanding parts of speech (phrases, clauses) varying sentence structures to convey relationships between ideas using phrases and clauses correctly	demonstrate command conventions of standard English grammar usage phrases clauses simple sentences compound sentences complex sentences compound-complex sentences misplaced modifiers dangling modifiers	Students know or are able to: correct grammar and usage impacts how well a message is understood vocabulary: phrase, clause, simple sentence, compound sentence, complex sentence, compound-complex sentence, modifiers apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience explain the function of phrases and clauses in specific sentences vary sentence structures to convey relationships between ideas use phrases and clauses correctly	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to demonstrate their understanding of: pronouns, simple sentences, modifiers in L2 (Writing/Speaking) With guidance and support, students are able to combine pronouns in sentences, produce simple sentences and properly use modifiers in L2. **Developing/Expanding** (Reading/Listening) Students will be able to distinguish changes in grammar and carry out on own in future conversation (Writing/Speaking) Students are able to speak using varying grammar usage and use of correct pronouns **Bridging/Reaching** (Reading/Listening) Students will be able to identify proper and	**Level IV Students will:** **EEL.7.1.a.** Produce a combination of simple and complex complete sentences when writing and communicating. Ex. Writes about personal experiences using simple sentences (e.g., *I went to the mall.*) and complex sentences (e.g., *I got a CD, a shirt, and a game.*). **EEL.7.1.b-c.** N/A **Level III Students will:** **EEL.7.1.a.** Produce simple complete sentences when writing or communicating. Ex. Respond to questions using standard grammar. Ex. Request help using a complete simple sentence. **EEL.7.1.b-c.** N/A **Level II Students will:** **EEL.7.1.a.** Use multiple word utterances when writing or communicating. Ex. Say, "I want that one" when asked to make a choice. **EEL.7.1.b-c.** N/A **Level I Students will:** **EEL.7.1.a.** Respond to standard English grammar and usage when communicating. Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication. Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question). **EEL.7.1.b-c.** N/A

		Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.	improper conventions of language in a spoken piece. (Writing/Speaking) Students are able to demonstrate use of proper English language conventions in their L2 speech.	

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 7**	**Standard 2 (L.7.2)**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	**Quarter 1:** Apply correct: • capitalization • punctuation • spelling when writing Use a comma to separate coordinate adjectives Know that coordinate adjectives describe the same word or term Recall and apply spelling rules Identify and correct misspelled words	**Quarter 2:** Apply correct: • capitalization • punctuation • spelling when writing Use a comma to separate coordinate adjectives Know that coordinate adjectives describe the same word or term Recall and apply spelling rules Identify and correct misspelled words	**Quarter 3:** Apply correct: • capitalization • punctuation • spelling when writing Use a comma to separate coordinate adjectives Know that coordinate adjectives describe the same word or term Recall and apply spelling rules Identify and correct misspelled words	**Quarter 4:** Apply correct: • capitalization • punctuation • spelling when writing Use a comma to separate coordinate adjectives Know that coordinate adjectives describe the same word or term Recall and apply spelling rules Identify and correct misspelled words

*May identify focus skills per quarter

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, when writing, apply standard capitalization, punctuation, and spelling including: using commas to separate adjectives spelling words correctly	demonstrate command conventions of standard English capitalization punctuation spelling comma coordinate adjectives spell correctly	Students know or are able to: commas are used to separate coordinate adjectives techniques for correct spelling vocabulary: comma, adjective apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience use commas to separate adjectives spell words correctly Students understand that the effectiveness of a message is enhanced through correct capitalization,	**Entering/Beginning** (Reading/Listening) With guidance and support, students can match appropriate punctuation and capitalization with sentence strips. (Writing/Speaking) With guidance and support, students can use punctuation in their own writing **Developing/Expanding** (Reading/Listening) Students can identify incorrect/missing conventions in their own writing. (Writing/Speaking) Students can use correct conventions in own writing **Bridging/Reaching** (Reading/Listening) Students can identify incorrect/missing conventions when given a written piece including: spelling errors,	**Level IV Students will:** **EEL.7.2.a.** Use end punctuation when writing text with multiple sentences. Ex. When writing a journal entry, ends each sentence appropriately with a period. Ex. When writing about an observation in science class that includes two or more sentences and ends each with a period appropriately. Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation. **EEL.7.2.b.** Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. **Level III Students will:** **EEL.7.2.a.** Use end punctuation when writing a sentence or question. Ex. Writes a single sentence about an observation during science class and uses a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, "Will you go?" **EEL.7.2.b.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences. **Level II Students will:** **EEL.7.2.a.** Use a period to end a sentence. Ex. When participating in shared writing, reminds teacher to end the sentence with a period. **EEL.7.2.b.** Spell common sight words correctly. Ex. During shared writing the teacher asks that a word be spelled, spell the word (e.g., The teacher asks, "Who can help me spell *can*?" and the student replies, c-a-n.). Ex. In own writing, spell common sight words correctly (e.g., *is, the, in, at, can, on*). **Level I Students will:** **EEL.7.2.a.** Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing. **EEL.7.2.b.** Demonstrate awareness of letters and words. Ex. Point to letters on a bulletin board in the hallway when asked, "Where are the letters?" Ex. Point to text when asked to show me the words to read in a book.

		punctuation, and spelling.	grammatical errors and punctuation errors (Writing/Speaking) Students can explain the importance, purposes and uses of proper written language conventions.	

College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	**Cluster: Knowledge of Language**	**Grade: 7**	**Standard 3 (L.7.3)**
Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**Quarter 1:** Recognize the conventions of language for: • writing • speaking • reading • listening Recognize • precise language • concise language Apply knowledge of language when: • writing • reading • listening Apply knowledge of language conventions when: • writing • reading • listening Use precise and concise language in order to eliminate wordiness and redundancy when writing Use knowledge of language when	**Quarter 2:** Recognize the conventions of language for: • writing • speaking • reading • listening Recognize • precise language • concise language Apply knowledge of language when: • writing • reading • listening Apply knowledge of language conventions when: • writing • reading • listening Use precise and concise language in order to eliminate wordiness and redundancy when writing Use knowledge of language when	**Quarter 3:** Recognize the conventions of language for: • writing • speaking • reading • listening Recognize • precise language • concise language Apply knowledge of language when: • writing • reading • listening Apply knowledge of language conventions when: • writing • reading • listening Use precise and concise language in order to eliminate wordiness and redundancy when writing Use knowledge of language when speaking	**Quarter 4:** Recognize the conventions of language for: • writing • speaking • reading • listening Recognize • precise language • concise language Apply knowledge of language when: • writing • reading • listening Apply knowledge of language conventions when: • writing • reading • listening Use precise and concise language in order to eliminate wordiness and redundancy when writing Use knowledge of language when speaking

	speaking Use knowledge of language conventions when speaking Use precise and concise language in order to eliminate wordiness and redundancy when speaking	speaking Use knowledge of language conventions when speaking Use precise and concise language in order to eliminate wordiness and redundancy when speaking	Use knowledge of language conventions when speaking Use precise and concise language in order to eliminate wordiness and redundancy when speaking	Use knowledge of language conventions when speaking Use precise and concise language in order to eliminate wordiness and redundancy when speaking

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students, in writing and/or speaking: express ideas precisely and concisely	conventions expresses ideas precisely and concisely wordiness and redundancy	Students know or are able to: precise and concise language eliminates wordiness and redundancy vocabulary: conventions, precisely, concisely, redundancy reduce wordiness and eliminate redundancy by choosing precise and concise language Students understand that ideas are effectively communicated through concise and precise language.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify sentence patterns in L2 (Writing/Speaking) With guidance and support, students are able to use sentence stems and similar scaffolds for independent writing or speaking in L2. **Developing/Expanding** (Reading/Listening) Students are able to distinguish between different types of sentence patterns and styles used in texts and speaking. (Writing/Speaking) Students are able to produce grade-level stories	**Level IV Students will:** **EEL.7.3.** N/A **Level III Students will:** **EEL.7.3.** Use precise language as required to achieve desired meaning. Ex. Select language to match appropriate wants and needs. Ex. After saying, "I want some." and not getting desired item, repeats self-saying, "I want some water." **Level II Students will:** **EEL.7.3.** Use language to communicate. Ex. Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says "want more," "more [desired item>]" or "Can I?"; to refuse, the student says "no way" or "stop it"; to comment, the student says, "That's cool," "I like it," or "gross."). **Level I Students will:** **EEL.7.3.** Acknowledge and respond to communication. Ex. Change affect appropriately in response to others' communication with them – smile, eye gaze, or some form of communication. Ex. Respond to others' communication using own form of communication (e.g., sign, communication device, single word or speech).

			or spoken pieces. **Bridging/Reaching** (Reading/Listening) Students are able to edit a written piece to eliminate flowery, unnecessary language and redundancies and explain their editing choices. (Writing/Speaking) Students are able to express their written and spoken ideas with precision and concise language.	

College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 7	Standard 4 (L.7.4)
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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. 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	**Quarter 1:** Identify: • multiple-meaning words and phrases • grade appropriate roots and affixes Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to: • find pronunciation, • determine or clarify precise meaning • identify a word's part of speech Recognize strategies for finding meanings of unknown words Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a	**Quarter 2:** Identify: • multiple-meaning words and phrases • grade appropriate roots and affixes Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to: • find pronunciation, • determine or clarify precise meaning • identify a word's part of speech Recognize strategies for finding meanings of unknown words Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a	**Quarter 3:** Identify: • multiple-meaning words and phrases • grade appropriate roots and affixes Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to: • find pronunciation, • determine or clarify precise meaning • identify a word's part of speech Recognize strategies for finding meanings of unknown words Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning • using Greek and Latin affixes and roots as clues to word meaning Choose flexibly from a range of	**Quarter 4:** Identify: • multiple-meaning words and phrases • grade appropriate roots and affixes Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to: • find pronunciation, • determine or clarify precise meaning • identify a word's part of speech Recognize strategies for finding meanings of unknown words Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning • using Greek and Latin affixes and roots as clues to word meaning

precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	sentence) as a clue to word meaning • using Greek and Latin affixes and roots as clues to word meaning Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	clue to word meaning • using Greek and Latin affixes and roots as clues to word meaning Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	vocabulary strategies to determine or clarify the meaning of an unknown word or phrase Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students employ a variety of strategies in writing and/or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content by: using context clues to determine meaning (e.g. the overall meaning of a sentence or paragraph, a	grade 7 reading and content common, grade-appropriate Greek and Latin affixes and roots	Students know or are able to: context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) is a clue to the meaning of the word many words or parts of words come from the	**Entering/Beginning** (Reading/Listening) With guidance and support, students will be able identify cognates (Writing/Speaking) With guidance and support, students will be able to label words by their root. **Developing/Expanding** (Reading/Listening) Students will be able to use	**Level IV Students will:** **EEL.7.4.a.** Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning. **EEL.7.4.b.** N/A **EEL.7.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **EEL.7.4.d.** N/A **Level III Students will:**

word's position or function in a sentence)

using Greek and Latin affixes and roots as clues to the meaning of a word

checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format, for the pronunciation, precise meaning of a word, or its part of speech

verifying the determination of the meaning of a word or phrase by using context or by using a dictionary | | ancient Greek and Latin languages

Greek and Latin roots provide clues to meanings of unknown words

reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words

reference materials are in print and digital formats

techniques to verify their preliminary determination of the meaning of a word

vocabulary: context, clue, sentence, affix, root word, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, part of speech

determine the meaning of unknown words or | context clues and illustrations to determine word meaning. (Writing/Speaking) Students will be able to explain the different strategies used to find meaning of unknown words

Bridging/Reaching (Reading/Listening) Students will be able to analyze word meaning using multiple strategies, including: analyzing word parts, and use of reference materials (Writing/Speaking) Students will be able to apply new vocabulary appropriately in responses at grade level | **EEL.7.4.a.** Use context to identify which word in an array of content-related words is missing from a sentence.
Ex. Complete a maze task by using context to fill in missing words.
EEL.7.4.b. N/A
EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
Ex. While reading, the student points to an unfamiliar word and asks, "What's that?"
Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.
EEL.7.4.d. N/A

Level II Students will:
EEL.7.4.a. Match vocabulary to meaning.
Ex. Match a word to its meaning.
Ex. Match a picture to a word.
EEL.7.4.b. N/A
EEL.7.4.c. Recognize a new word when encountered while reading or communicating.
Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.
EEL.7.4.d. N/A

Level I Students will:
EEL.7.4.a. Demonstrate an understanding of the meaning of common words.
Ex. Identify an object named by an adult.
EEL.7.4.b. N/A
EEL.7.4.c. Asks for help when needed.
Ex. Indicate need for help by raising hand, hitting switch, etc.
Ex. Use a switch to indicate understanding when asked, "Do you understand?," or need for clarification when asked, "Do you have any questions?"
Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
EEL.7.4.d. N/A |

		phrases by drawing upon context clues (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)		
		identify and use Greek and Latin affixes and roots as clues to the meaning of a word		
		use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, or part of speech		
		Students understand that they will determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting reference materials.		

Common Core ELA Pacing Guide
7th Grade

College and Career Readiness (CCR) Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 7**	**Standard 5 (L.7.5)**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**Quarter 1:** Interpret figurative language (e.g. literary, biblical, and mythical allusions) Know the different types of relationships of words (e.g. synonym/antonym, analogy) Recognize the meaning of the terms connotation (associations) and denotation (definitions) Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity Distinguish among the connotations of words with similar denotations	**Quarter 2:** Interpret figurative language (e.g. literary, biblical, and mythical allusions) Know the different types of relationships of words (e.g. synonym/antonym, analogy) Recognize the meaning of the terms connotation (associations) and denotation (definitions) Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity Distinguish among the connotations of words with similar denotations	**Quarter 3:** Distinguish among the connotations of words with similar denotations	**Quarter 4:**
Evidence of Student	**Vocabulary**	**Knowledge & Skills**	**ELD Performance**	**Instructional Achievement Level Descriptors**

Attainment			Outcomes (WIDA)	
Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings including: interpreting literary allusions in context interpreting biblical allusions in context interpreting mythological allusions in context using the relationship between particular words (synonym/antonym) to better understand each of the words using the relationship between particular words (analogy) to better understand each of the words distinguishing among the connotations (associations) of words with similar denotations (definitions)	figurative language word relationships word nuances interpret figures of speech literary allusions biblical allusions mythological allusions synonym / antonym analogy connotations denotations	Students know or are able to: relationships between words can be used to understand words differences between connotation and denotation vocabulary: allusion, analogy, figurative language, nuance, synonym, antonym, connotation, denotation interpret literary allusions interpret biblical allusions interpret mythological allusions use the relationship between particular words (synonym/antonym) to better understand each of the words use the relationship	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to match literal meaning or oral description of figurative language (Writing/Speaking) With guidance and support, students are able to draw a picture to show literal or figurative meaning **Developing/Expanding** (Reading/Listening) Students are able to indicate examples of figures of speech. (Writing/Speaking) Students are able to explain and give examples of figurative language **Bridging/Reaching** (Reading/Listening) Students are able to demonstrate understanding of nuance in different denotations of the same general word meaning (Eg. greedy, stingy, selfish, materialistic, gluttonous)	**Level IV Students will:** **EEL.7.5.** Produce synonyms and antonyms. Ex. Create lists of synonyms and antonyms. Ex. When asked by the teacher, provide a word that is a synonym or antonym for a known word. **EEL.7.5.b-c.** N/A **Level III Students will:** **EEL.7.5.** Demonstrate understanding of synonyms and antonyms. Ex. Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark). Ex. Given a word, match it to its synonym from two choices Ex. Given a word, match it to an antonym from two choices. **EEL.7.5.b-c.** N/A **Level II Students will:** **EEL.7.5.** Identify common words that are opposites. Ex. Select *cold* when asked to find the opposite of *hot*. Ex. When told he can have a *small* piece, indicate a desire for a *big* piece. **EEL.7.5.b-c.** N/A **Level I Students will:** **EEL.7.5.** Sort words into categories. Ex. Given common words, sort them into categories (e.g., *hot* versus *cold* items, *big* versus *small* items) **EEL.7.5.b-c.** N/A

		between particular words (analogy) to better understand each of the words distinguish among the connotations of words with similar denotations Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships.	(Writing/Speaking) Students are able to use words with varying denotations appropriately in grade level writing and speech.	

College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 7**	**Standard 6 (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.	**Quarter 1:** Identify general academic and domain-specific words and phrases that are grade appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate resources to aid in gathering vocabulary knowledge	**Quarter 2:** Identify general academic and domain-specific words and phrases that are grade appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate resources to aid in gathering vocabulary knowledge	**Quarter 3:** Identify general academic and domain-specific words and phrases that are grade appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate resources to aid in gathering vocabulary knowledge	**Quarter 4:** Identify general academic and domain-specific words and phrases that are grade appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate resources to aid in gathering vocabulary knowledge

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Instructional Achievement Level Descriptors
Students: acquire and use grade-appropriate vocabulary accurately utilize general academic words and phrases utilize domain-specific words and phrases identify and learn about vocabulary that is important to comprehension and/or expression.	grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge	Students know or are able to: techniques for collecting a variety of new words grade-appropriate general academic words and phrases grade-appropriate domain-specific words and phrases techniques for determining whether a word or phrase is important to comprehension techniques for determining whether a word or phrase is important to expression techniques for using context and resources to understand important vocabulary acquire and use grade-appropriate general	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to use context clues and illustrations to determine meaning of academic and domain-specific words in L2. (Writing/Speaking) With guidance and support, students are able to join in on content based discussions using domain specific and academic vocabulary in L2 **Developing/Expanding** (Reading/Listening) Students are able to carry out oral or written instructions containing grade level specific content-based vocabulary. (Writing/Speaking) Students are able to construct extended responses using content-based vocabulary **Bridging/Reaching** (Reading/Listening) Students are able to	**Level IV Students will:** **EEL.7.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip). Ex. Answer questions about an informational text that uses new specific content vocabulary. **Level III Students will:** **EEL.7.6.** Use general academic and domain-specific words and phrases. Ex. Fill in the blank with a content word choice from options. Ex. Use assigned content word or phrase in speaking or writing such as in a one or two sentence content report. **Level II Students will:** **EEL.7.6.** Identify general academic and domain-specific words. Ex. Match new content words to pictures. Ex. Use graphic organizers to generalize and sort old versus new words. **Level I Students will:** **EEL.7.6.** Identify pictures and other symbols that represent general academic and domain-specific words. Ex. After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.

| | | academic words and phrases accurately

acquire and use grade-appropriate domain-specific words and phrases accurately

identify and investigate vocabulary important to comprehension

identify and investigate vocabulary important to expression

Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and application. | demonstrate independent use of resources and strategies to enhance grade level comprehension of academic and domain-specific language (Writing/Speaking) Students are able to demonstrate independent use of resources and strategies to enhance grade level expression of academic and domain-specific language | |