

**Bermudian Springs Pennsylvania Core Standards
English/Language Arts Framework
Seventh Grade**



INTRODUCTION

The Core Standards challenge students in Grade 7 to demonstrate an emerging sophistication in their ability to read challenging complex texts closely such that they can cite multiple instances of specific evidence to support their assertions. By the end of grade 7, students should be able to recognize the interplay between setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They become adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence.

English/Language Arts - Long Term Transfer Goals

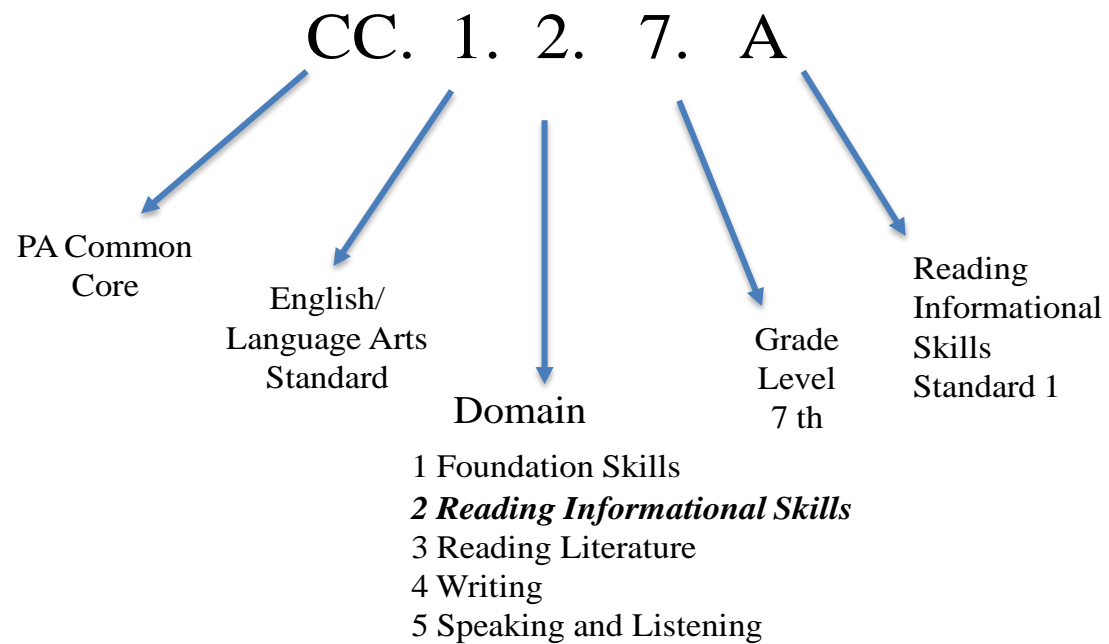
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parcconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy



1.2 Reading Informational Text Students read, understand, and respond, to informational text with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.	
DOMAIN: Key Ideas and Details – <i>Main Idea</i>	
STANDARD: C.C.1.2.7.A - 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.	
Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.	
Eligible Content: <ul style="list-style-type: none"> E07.B-K.1.1.2 –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. 	
Key Concepts	Key Vocabulary
Determine central ideas, Analyze development, Provide summary	Central Ideas, Development, Summary, Analyze
Competencies	
<i>Describe what students should be able to do(key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Read and understand a newspaper, magazine, or nonfiction text. Find and highlight the main idea. Highlight supporting details. Create a summary of the text. 	

1.2 Reading Informational Text	
DOMAIN: Key Ideas and Details—<i>Main Idea</i>	
STANDARD: C.C.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text	
Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.	
Eligible Content: <ul style="list-style-type: none"> • E07.B-K.1.1.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. 	
Key Concepts	Key Vocabulary
Cite textual evidence, Support analysis, inferences, conclusions, generalizations	Cite textual evidence, Analysis, Inferences, Conclusions, Generalizations
Competencies <i>Describe what students should be able to do(key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Take notes, summarize, paraphrase, and write a nonfiction piece. • Create a graphic organizer. • Read, understand, and analyze newspaper articles, magazine articles, and nonfiction • Create a summary of a text which cites textual evidence. 	

1.2 Reading Informational Text	
DOMAIN: Key Ideas and Details—<i>Text Analysis/Analysis Development/Connections</i>	
STANDARD: C.C.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	
Anchor Descriptor: Demonstrate understanding of key ideas and details in literature. Eligible Content: Demonstrate understanding of key ideas and details in literature. <ul style="list-style-type: none"> E07.B-K.1.1.3--Analyze the interactions between individuals, events, and ideas in a text e.g., how ideas influence individuals or events; how individuals influence ideas or events 	
Key Concepts	Key Vocabulary
Analyze interactions between individuals, events, and ideas	Analyze
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Read and understand a biography or autobiography. Read a biography or autobiography and provide evidence to support claims about influences in a person's life in a composition. Create a timeline between subject and historical events. Create a journal entry. 	

1.2 Reading Informational Text

DOMAIN: *Craft and Structure—Point of View*

STANDARD: C.C.1.2.7.D 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.

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.

Eligible Content:

- **E07.B-C.2.1.1** – 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.

Key Concepts

Determine author's point of view or purpose in text, Analyze how author distinguishes position

Key Vocabulary

Determine, Author's point of view, Purpose, Position

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read to understand any non-fiction piece where multiple perspectives exist.
- Summarize an autobiography where two points of view are presented.
- Discuss results in a T-chart based on two different perspectives.

1.2 Reading Informational Text	
DOMAIN: Craft and Structure—<i>Text Structure</i>	
STANDARD: C.C.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts and major sections of the text.	
Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts. Eligible Content: <ul style="list-style-type: none"> E07.B-C.2.1.2 –Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of ideas. 	
Key Concepts	Key Vocabulary
Analyze structures of text, Evaluate use of graphics, charts, and major sections of text	Analyze, Structures of text, graphics, charts
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Identify headings, visuals, maps and explain how understanding of text is enhanced. Use strategies to recognize main idea/supporting details, compare/contrast, cause/effect, and chronological order text. Identify and highlight signal words that are found in specific text structure. Identify signal word/transitions 	

1.2 Reading Informational Text

DOMAIN: Craft and Structure—*Vocabulary*

STANDARD: C.C.1.2.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content:

- **E07.B-V.4.1.1** –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. Determine the meaning of technical words and phrases used in a text.
- **E07.B-V.4.1.2** –Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech e.g., literary 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.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts.

- **E07.B-C.2.1.3** – Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings in a text; analyze the impact of a specific word choice on meaning and tone.

Key Concepts

Determine meaning of words and phrases, Interpret figurative, connotative, and technical meanings

Key Vocabulary

Determine, Interpret, Figurative, Connotative, Technical meanings

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Students need to see that figurative language is also used in non-fiction.
- Cognitive meanings of words may color the text in positive or negative manner.
- Record examples and meanings of figurative language.
- Identify words that have both a connotative and denotative meaning and write about the effect of the connotative meaning on the text.
- Find technical words and use strategies to determine meaning and use analogies.
- Vocabulary from Greek and Latin roots

1.2 Reading InformationalText**DOMAIN: Integration of Knowledge and ideas—Diverse Media**

STANDARD: C.C.1.2.7.G 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.

Anchor Descriptor: None

Eligible Content:

Key Concepts

Compare and contrast text to an audio, video, or multimedia version of text,
Analyze portrayal of subject

Key Vocabulary

Compare and contrast, Analyze

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Compare and contrast a written speech with an audio or video version and determine similarities and differences.
- Deliver a short speech out loud and experiment with different speaking voices concentrating on pacing, projection, pitch, and tone.

1.2 Reading Informational Text	
DOMAIN: Integration of Knowledge and Ideas—<i>Evaluating Arguments</i>	
STANDARD: C.C.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of evidence.	
Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts. Eligible Content: <ul style="list-style-type: none"> E07.B-C.3.1.1 – 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. 	
Key Concepts	Key Vocabulary
Evaluate author’s arguments, reasoning, and claims for soundness and relevance	Evaluate, Soundness of argument, Relevance of claim
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Read an opinion or persuasive piece and recognize the difference between sound and flawed logic. Read and analyze a persuasive essay or opinion piece to determine sound or flawed logic. Locate main ideas and supporting sentences that promote the claim or detract from claim. Highlight irrelevant evidence with one color and relevant evidence with another. 	

1.2 Reading Informational Text

DOMAIN: Integration of Knowledge and Ideas—*Analysis Across texts*

STANDARD: C.C.1.2.7.I Analyze how two or more authors present and interpret facts on the same subject.

Anchor Descriptor: Demonstrate understanding of connections within, between n, and/or among informational texts.

Eligible Content:

- **E07.B-C.3.1.2** – 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.

Key Concepts	Key Vocabulary
Analyze two or more authors present and interpret facts on same subject	Analyze

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read and identify bias in non-fiction.
- Read and analyze two texts with similar topics.
- Write a compare/contrast piece explaining how two authors present facts.
- List topics where texts agree/disagree in a T-chart.

1.2 Reading Informational Text

DOMAIN: Vocabulary Acquisition and Use

STANDARD: C.C.1.2.7.J 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

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content:

- **E07.B-V.4.1.1** –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. Determine the meaning of technical words and phrases used in a text.
- **E07.B-V.4.1.2** –Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech e.g., literary 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.

Key Concepts

Acquire and use grade-appropriate vocabulary, Interpret figures of speech, Determine relationships among words, Distinguish connotations and denotations

Key Vocabulary

Interpret, Distinguish, Context clues, Figures of speech, Synonym/antonym/analogy
Connotation and denotation

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Use reading strategies to understand words.
- Identify and define vocabulary as it pertains to informational text.
- Break down words into roots and affixes.
- Identify Greek and Latin roots.
- Create sentences using vocabulary words.
- Underline context clues.

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1.2 Reading Informational Text	
DOMAIN: Vocabulary Acquisition and use	
STANDARD: C.C.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts. Eligible Content: <ul style="list-style-type: none"> • E07.B-V.4.1.1 –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. <ol style="list-style-type: none"> 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. Determine the meaning of technical words and phrases used in a text. 	
Key Concepts	Key Vocabulary
Determine or clarify meaning of unknown words	Clarify
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use reading strategies to understand words. • Identify and define vocabulary as it pertains to informational text. • Break down words into roots and affixes. • Identify Greek and Latin roots. • Create sentences using vocabulary words. • Underline context clues. 	

1.2 Reading Informational Text	
DOMAIN: Range of Reading	
STANDARD: C.C.1.2.7.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
Anchor Descriptor: None <u>Eligible Content:</u>	
Key Concepts	Key Vocabulary
Read and comprehend on grade level	Comprehend
Competencies <i>Describe what students should be able to do key skills as a result of this instruction</i>	
<ul style="list-style-type: none"> • Read and enjoy non-fiction. • Read non-fiction text of students choosing based on Lexile scores from an SRI assessment. • Create a book report choosing from a variety of ideas. • Present a book talk. 	

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Key Ideas and Details-Theme*

STANDARD: C.C. 1.3.7.A Determine the theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.

Eligible Content:

- **E07.A-K.1.1.2** 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.

Key Concepts

Determine them, analyze development of theme, and provide summary

Key Vocabulary

Analyze, Summarize

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Create a plot structure map.
- Create a summary of text.
- Choose from a short list of potential themes and write a paragraph to support one theme.
- Demonstrate knowledge of theme and analyze its development by citing text.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Key Ideas and Details—Text Analysis*

STANDARD: C.C. 1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.

Eligible Content:

- **E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Key Concepts	Key Vocabulary
Cite text to support analysis	Cite, Textual evidence, Inferences

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Identify and cite the textual evidence in a chart using the literary text which supports class discussion of the analysis of the text.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text in a paragraph or research report.
- Highlight important evidence in the text which might support an inference, conclusion, or generalization.
- Create a summary which cites textual evidence to support analysis.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Key Ideas and Details—Literary Elements*

STANDARD: C.C. 1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.

Eligible Content:

- **E07.A-K.1.1.3** – Analyze how particular elements of a story or drama interact e.g., how setting shapes the characters or plot.

Key Concepts

Key Vocabulary

Analyze how elements of a story interact

Analyze, Story elements

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Create a plot structure map and utilize it in class analysis of setting.
- Highlight examples in text.
- Create graphic organizer demonstrating how characters' actions move story forward.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Craft and Structure—Point of View*

STANDARD: C.C. 1.3.7.D 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.

Anchor Descriptor: Demonstrate understanding of craft and structure in literature.

Eligible Content:

- **E07.A-C.2.1.1** – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Key Concepts

Determine author’s point of view; analyze how author distinguishes opinion from others

Key Vocabulary

Point of view, Analyze, Opinion

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Recognize and consider other perspectives.
- Choose two characters with differing viewpoints and cite evidence that supports the character differing perspectives.
- Illustrate perspective of character by drawing a picture of his or her face that illustrates what is going on in brain and heart.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Craft and Structure—Text Structure*

STANDARD: C.C. 1.3.7.E Analyze the development of the meaning through the overall structure of text.

Anchor Descriptor: Demonstrate understanding of craft and structure in literature.

Eligible Content:

- **E07.A-C.2.1.2** – Analyze how a drama’s or poem’s form or structure e.g., soliloquy, sonnet contributes to its meaning.

Key Concepts

Analyze development of meaning through structure

Key Vocabulary

Analyze

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Compare and contrast elements of prose, poetry, and drama.
- Identify how the form of a poem contributes to meaning.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Craft and Structure—Vocabulary*

STANDARD: C.C. 1.3.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

- **E07.B-V.4.1.1** –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. Determine the meaning of technical words and phrases used in a text.
- **E07.B-V.4.1.2** –Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech e.g., literary 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.

Anchor Descriptor: Demonstrate understanding of craft and structure in literature.

- **E07.A-C.2.1.3**—Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; 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.

Key Concepts	Key Vocabulary
Determine meaning of words and phrases including figurative and connotative meanings	Figurative language, Connotation Allusions, Synonyms/Antonyms, Analogy

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Recognize that connotative meanings of words may color the text in a positive or negative manner.
- Record examples and meanings of figurative language.
- Identify words that have both a connotative and denotative meaning and write about the effect of the connotative meaning on the text.
- Find technical words and use strategies to determine meaning.
- Recognize vocabulary from Greek and Latin roots.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Integration of Knowledge and Ideas—Sources of Information*

STANDARD: C.C. 1.3.7.G 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.

Anchor Descriptor: None
Eligible Content: None

Key Concepts

Compare and contrast a piece of literature to its audio, filmed, staged, or multimedia version and analyze techniques used in each.

Key Vocabulary

Compare and contrast, Analyze

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Recognize elements of a medium and its abilities to enhance the meaning of a written story, drama, or poem.
- Students compare a novel or short story to the filmed version in an essay.
- Create a Venn diagram comparing and contrasting a novel to a film.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Integration of Knowledge and Ideas—Text Analysis*

STANDARD: C.C. 1.3.7.H -Compare and contrast a fictional portrayal of a time, place or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content:

- **E07.A-C.3.1.1** – 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.

Key Concepts	Key Vocabulary
Compare and contrast fictional portrayal with historical account	Compare and contrast

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Recognize how myths, legends, and tall tales are created.
- Read fiction and non-fiction about a legendary figure and draw conclusions about how an author of fiction uses or alters history through a class discussion.
- Create a graphic organizer which compares and contrasts how a fictional character has changed from historical roots.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Vocabulary Acquisition and Use—Strategies*

STANDARD: C.C. 1.3.7.I -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools .

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

- **E07.A-V.4.1.1** –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. Determine the meaning of technical words and phrases used in a text.

Key Concepts

Determine or clarify meaning of unknown/multiple meaning words or phrases

Key Vocabulary

Clarify

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Use reading strategies to understand words.
- Identify and define vocabulary as it pertains to text.
- Break down words into roots and affixes.
- Identify Greek and Latin roots.
- Create sentences using vocabulary words.
- Underline context clues.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: C.C. 1.3.7.J -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.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

- **E07.B-V.4.1.1** –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. Determine the meaning of technical words and phrases used in a text.
- **E07.B-V.4.1.2** –Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech e.g., literary 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.

Key Concepts

Acquire and use grade-appropriate general academic/domain specific words and phrases

Key Vocabulary

Context clues, Figures of speech, Synonym/antonym/analogy, Connotation and denotation

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Use reading strategies to understand words.
- Identify and define vocabulary as it pertains to informational text.
- Break down words into roots and affixes.
- Identify Greek and Latin roots.
- Create sentences using vocabulary words.
- Underline context clues.

- Synonym/antonym analogies.

1.3 READING LITERATURE – Students read and respond to works of literature – with emphasis on comprehension

DOMAIN: *Range of Reading*

STANDARD: C.C. 1.3.7.K -Read and comprehend literary fiction on grade level, reading independently and proficiently.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Read and comprehend literary fiction on grade level, Read independently and proficiently

Key Vocabulary

Comprehend

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read literature of students choosing based on Lexile scores from an SRI assessment.
- Create a book report, choosing from a variety of ideas.
- Present a book talk.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory*

STANDARD: C.C.1.4.7.A -Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Write informative/explanatory compositions	Informative/Explanatory

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write summaries, book reports, compare/contrast paragraphs, main idea/supporting sentences paragraphs, cause/effect paragraphs, and research reports.
- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory—Focus*

STANDARD: C.C.1.4.7.B- Identify and introduce the topic clearly, including a preview of what is to follow.

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

Eligible Content:

- **E07.C.1.2.1** –Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose.

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

Eligible Content:

- **E07.E.1.1.1** – Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose

Key Concepts	Key Vocabulary
Introduce topic and preview what is to follow	Introduction, Definition, Classification, Compare/contrast, Cause/effect

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model for domain.
- Identify intended audience.
- Stick to one point of view.
- Establish and maintain a clear purpose.

- Write a good topic sentence.
- Revise writing to achieve domain standard.
- Use graphic organizers for written work..

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Informative/Explanatory—*Content*

STANDARD: C.C.1.4.7.C- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension

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

Eligible Content:

- **E07.C.1.2.2** – Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

Eligible Content:

- **E07.E.1.1.2** – Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

Key Concepts

Develop and analyze topics, include graphics/multimedia when useful

Key Vocabulary

Facts, Details, Definitions, Graphics/multimedia

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model for domain.
- Incorporate Information and details that are relevant to focus.
- Write fully developed ideas.
- Revise writing to achieve domain standard.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Informative/Explanatory—*Organization*

STANDARD: C.C.1.4.7.D -Organize ideas, concepts, and information using strategies such as definition, classification, comparison/ contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

Eligible Content:

- **E07.C.1.2.1** – Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose.
- **E07.C.1.2.3** – Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **E07.C.1.2.6** – Provide a concluding section that follows from and supports the information or explanation presented.

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

Eligible Content:

- **E07.E.1.1.1** – Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **E07.E.1.1.3** – Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- **E07.E.1.1.6** – Provide a concluding section that follows from and supports the analysis presented.

Key Concepts

Organize writing with a beginning, middle and end, Use transitions

Key Vocabulary

Definition, Classification, Comparison/contrast, Cause/effect, Transitions

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model for domain.
- Maintain logical order or sequence.
- Write paragraphs that deal with one subject.
- Use logical transitions in sentences and between paragraphs.
- Write an introduction with a hook and thesis.
- Write a conclusion which summarizes, rephrases thesis and offers a final thought.
- Revise writing to achieve domain standard.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Informative/Explanatory—*Style*

STANDARD: C.C.1.4.7.E -Write with an awareness of the stylistic aspects of composition.

- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.
- Establish and maintain a formal writing style.

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

Eligible Content:

- **E07.C.1.2.4** – Use precise language and domain specific vocabulary to inform about or explain topic.
- **E707.C.1.2.5** – Establish and maintain a formal style.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.2.1.1** – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **E07.D.2.1.2** – Vary sentence patterns for meaning, reader/listener interest, and style.
- **E07.D.2.1.3** – Maintain consistency in style and tone.
- **E07.D.2.1.4** – Choose punctuation for effect.
- **E07.D.2.1.5** – Choose words and phrases for effect.

Eligible Content:

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

- **E07.E.1.1.4** – Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **E07.E.1.1.5** - Establish and maintain a formal style.

Key Concepts

Write with awareness of style, precise language and various lengths and complexities of sentences, Create tone and voice, Establish a formal writing style

Key Vocabulary

Tone, Voice

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model for domain.
- Revise writing to achieve domain standard.
- Use voice appropriate for audience.
- Use vivid verbs.
- Use specific nouns.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Informative/Explanatory—*Conventions of Language*

STANDARD: C.C.1.4.7. F- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.1.1.1** –Explain the function of phrases and clauses in general and their function in specific sentences,
- **E07.D.1.1.2** – Choose among single, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **E07.D.1.1.3** – Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **E07.D.1.1.4** – Recognize and correct inappropriate shifts in pronoun number and person.
- **E07.D.1.1.5** – Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **E07.D.1.1.6** – Recognize and correct inappropriate shifts in verb tense.
- **E07.D.1.1.7** – Produce complete sentences, recognizing and correction inappropriate fragments and run-on sentences.
- **E07.D.1.1.8** – Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).
- **E07.D.1.1.9** – Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

- **E07.D.1.2.1** – Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie **but not** He wore an old [,] green shirt.
- **E07.D.1.2.2** – Spell correctly.
- **E07.D.1.2.3** – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **E07.D.1.2.4** – Use punctuation to separate items in a series.

Key Concepts

Key Vocabulary

Demonstrate command of conventions: grammar, usage, capitalization, punctuation, and spelling

Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing. • Create a final written work that displays proper organizational patterns, language, and writing techniques. • Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product. • Edit own work. • Peer edit. 	

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argument*

STANDARD: C.C.1.4.7.G -Write arguments to support claims.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Key Vocabulary

Write arguments to support claims

Argument, Claims

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Identify complex ideas, concepts, and information to be used in an argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.
- Write to fully and clearly give voice to an opinion or present an argument.
- Write an opinion piece or an argumentative essay with claims to support the argument.
- Use graphic organizers.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Opinion/Argument—*Focus*

STANDARD: C.C.1.4.7.H -Introduce and state an opinion on a topic.

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

Eligible Content:

- **E07.C.1.1.1** – Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.

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

Eligible Content:

- **E07.E.1.1.1** – Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

Key Concepts

Key Vocabulary

Introduce opinion on topic

Opinion

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to fully and clearly give voice to an opinion or present an argument..
- Analyze writing model for focus.
- Identify intended audience.
- Stick to one point of view.
- Establish and maintain a clear purpose.
- Write a good topic sentence.
- Revise writing to achieve domain standard.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Opinion/Argument—*Content*

STANDARD: C.C.1.4.7. I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

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

Eligible Content:

- E07.C.1.1.2 – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

Eligible Content:

- E07.E.1.1.2 – Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

Key Concepts

Key Vocabulary

Acknowledge alternate claims, Support claims, Use accurate, credible sources, Demonstrate understanding of topic

Logical reasoning, Evidence, Credible sources

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to fully and clearly give voice to an opinion or present an argument.
- Analyze writing model for content.
- Use three convincing reasons to support an opinion or argument.
- Use facts and examples to elaborate reasons.
- Revise writing to achieve domain standard.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Opinion/Argument—*Organization*

STANDARD: C.C.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

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

Eligible Content:

- **E07.C.1.1.1** – Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.
- **E07.C.1.1.3** –use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **E07.C.1.1.5** – Provide a concluding section that reinforces the claims and reasons presented.
- **E07.E.1.1.1** – – Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

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

Eligible Content:

- **E07.E.1.1.3** — Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- **E07.E.1.1.6** – Provide a concluding section that follows from and supports the information or explanation presented.

Key Concepts

Organize claims with reasons and evidence, Clarify relationships and reasons, Create cohesion, Provide concluding statement/section, Conclusion supports argument

Key Vocabulary

Organize, Clarify, Cohesion

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to fully and clearly give voice to an opinion or present an argument.
- Analyze writing model for domain.
- Organization of reasons make sense.
- Use appropriate transitions.
- Anticipate and answer objections.
- Revise writing to achieve organization.
- Use graphic organizers for written work.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Opinion/Argument—*Style*

STANDARD: C.C.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.
- Establish and maintain a formal writing style.

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

Eligible Content:

- **E07.C.1.1.4** – Establish and maintain a formal style.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.2.1.1** – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **E07.D.2.1.2** – Vary sentence patterns for meaning, reader/listener interest, and style.
- **E07.D.2.1.3** – Maintain consistency in style and tone.
- **E07.D.2.1.4** – Choose punctuation for effect.
- **E07.D.2.1.5** – Choose words and phrases for effect.

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

Eligible Content:

- **E07.E.1.1.4** – Use precise language and domain-specific vocabulary to inform about or explain topic
- **E07.E.1.1.5**—Establish and maintain a formal style

Key Concepts

Key Vocabulary

Write with precise language, varying sentence lengths and complexities, Use precise language, Establish formal writing style	
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Competencies	
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<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
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|--|--|
| <ul style="list-style-type: none">• Write to fully and clearly give voice to an opinion or present an argument..• Analyze writing model for domain.• Voice is appropriate for audience.• Revise writing to achieve style.• Use vivid verbs.• Use specific nouns.• Use graphic organizers for written work. | |
|--|--|

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Opinion/Argument—*Conventions of Language*

STANDARD: C.C.1.4.7. L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.1.1.1** – Explain the function of phrases and clauses in general and their function in specific sentences,
- **E07.D.1.1.2** – Choose among single, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **E07.D.1.1.3** – Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **E07.D.1.1.4** – Recognize and correct inappropriate shifts in pronoun number and person.
- **E07.D.1.1.5** – Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **E07.D.1.1.6** – Recognize and correct inappropriate shifts in verb tense.
- **E07.D.1.1.7** – Produce complete sentences, recognizing and correction inappropriate fragments and run-on sentences.
- **E07.D.1.1.8** – Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).
- **E07.D.1.1.9** – Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

- **E07.D.1.2.1** – Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie **but not** He wore an old [,] green shirt.
- **E07.D.1.2.2** – Spell correctly.
- **E07.D.1.2.3** – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **E07.D.1.2.4** – Use punctuation to separate items in a series.

Key Concepts	Key Vocabulary
Demonstrate command of conventions	
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify complex ideas, concepts, and information to be used in an argumentative piece of writing. • Create a final written work that displays proper organizational patterns, language, and writing techniques. • Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product. • Identify complex ideas, concepts, and information to be used in an argumentative piece of writing. • Create a final written work that displays proper organizational patterns, language, and writing techniques. • Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product. • Write to fully and clearly give voice to an opinion or present an argument. • Edit own work. • Peer edit. 	

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative*

STANDARD: C.C.1.4.7 M Write narratives to develop real or imagined experiences or events.

Anchor Descriptor:

Eligible Content:

Key Concepts

Key Vocabulary

Write narratives

Narrative writing

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Create graphic organizers for written work.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.
- Write a narrative to convey ideas, thoughts, and feelings.
- Write paragraphs or stories which convey real or imagined events.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Narrative—*Focus*

STANDARD: C.C.1.4.7. N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

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

Eligible Content:

- **E07.C.1.3.1** – 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 to support the writer’s purpose; maintain a controlling point.

Key Concepts

Engage the reader, establish context and point of view, introduce narrator/characters

Key Vocabulary

Point of view, narrator

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model for focus.
- Identify intended audience.
- Stick to one point of view.
- Establish and maintain a clear purpose.
- Write a good topic sentence.
- Revise writing to achieve domain standard.
- Write a narrative to convey ideas, thoughts, and feelings.
- Read a piece with well-developed point of view, narrator, and/or characters. Students write a piece which engages the readers in a clearly focused plot, maintaining a consistent point of view.
- Create graphic organizers.



1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Narrative—*Content*

STANDARD: C.C.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

Eligible Content:

- **E07.C.1.3.1** – 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 to support the writer’s purpose; maintain a controlling point.
- **E07.C.1.3.4** – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Key Concepts	Key Vocabulary
Use dialogue, description, and pacing to develop events and characters to capture experience and events	Dialogue, Pacing

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write a narrative to convey ideas, thoughts, and feelings.
- Students read an exemplar with good examples of dialogue, pacing, description, sensory language, and/or reflection.
- Students write a piece which includes dialogue, pacing, description or reflection.
- Revise piece to strengthen style in these areas.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Narrative—*Organization*

STANDARD: C.C.1.4.7. P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

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

Eligible Content:

- **E07.C.1.3.1** – 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 to support the writer’s purpose; maintain a controlling point.
- **E07.C.1.3.3** – Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another
- **E07.C.1.3.5** – Provide a conclusion that follow from and reflects on the narrated experiences or events.

Key Concepts

Write narrative that unfolds logically using transitions, provide a logical conclusion

Key Vocabulary

Transitions, logical ending

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze an exemplar which demonstrates effective organization in narrative writing.
- Use a variety of transitional phrases to pace a narrative piece or signal shifts in timeframe. Write a conclusion to a narrative piece which reflects on the experiences/events.



1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Narrative—*Style*

STANDARD: C.C.1.4.7. Q Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities
- Use precise language
- Develop and maintain a consistent voice.

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

Eligible Content:

- **E07.C.1.3.4** – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.2.1.1** – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **E07.D.2.1.2** – Vary sentence patterns for meaning, reader/listener interest, and style.
- **E07.D.2.1.3** – Maintain consistency in style and tone.
- **E07.D.2.1.4** – Choose punctuation for effect.
- **E07.D.2.1.5** – Choose words and phrases for effect.

Key Concepts

Choose language that expresses ideas, Eliminate wordiness and redundancy,
Develop and maintain voice

Key Vocabulary

Wordiness, redundancy, voice

Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none">• Read and analyze an example of a piece with effective style.• Revise essays for varied sentence structure and wording.• Revise essays for use of descriptive detail and to include sensory language.• Require students to begin each sentence within a paragraph with a different word.• Have students replace weak “to be” verbs with effective, stronger verbs and specific nouns to improve style.• Peer Edit.	

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: Narrative—*Conventions*

STANDARD: C.C.1.4.7. R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- **E07.D.1.1.1** –Explain the function of phrases and clauses in general and their function in specific sentences,
- **E07.D.1.1.2** – Choose among single, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **E07.D.1.1.3** – Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **E07.D.1.1.4** – Recognize and correct inappropriate shifts in pronoun number and person.
- **E07.D.1.1.5** – Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **E07.D.1.1.6** – Recognize and correct inappropriate shifts in verb tense.
- **E07.D.1.1.7** – Produce complete sentences, recognizing and correction inappropriate fragments and run-on sentences.
- **E07.D.1.1.8** – Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).
- **E07.D.1.1.9** – Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

- **E07.D.1.2.1** – Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie **but not** He wore an old [,] green shirt.
- **E07.D.1.2.2** – Spell correctly.
- **E07.D.1.2.3** – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **E07.D.1.2.4** – Use punctuation to separate items in a series.

Key Concepts

Key Vocabulary

Demonstrate command of conventions	English grammar, usage, capitalization, punctuation, and spelling
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Create a final written work that displays proper organizational patterns, language, and writing techniques. • Create a final written work that displays proper organizational patterns, language, and writing techniques. • Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product. • Edit own work. • Peer edit. 	

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Response to Literature*

STANDARD: C.C.1.4.7. S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction

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

Eligible Content:

- **E07.E.1.1.1** – – Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **E07.E.1.1.2** – Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- **E07.E.1.1.3** – Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **E07.E.1.1.4** – Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E07.E.1.1.5** – Establish and maintain a formal style.
- **E07.E.1.1.6** – Provide a concluding section that follows from and supports the analysis presented.

Key Concepts

Draw evidence from literary /informational texts, support analysis and reflection

Key Vocabulary

Evidence , Support, Analysis, Reflection

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Support an argument or offer an analysis of writing.
- Write clearly and provide support to one’s analysis.
- Read and analyze an effective exemplar of this particular type of writing.
- Students read a selected piece and offer their own analysis, citing evidence from the piece.
- Follow all rules taught for previous writing types including using effective content, organization, style, and conventions.

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1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: Production and Distribution of Writing— <i>Writing Process</i>	
STANDARD: C.C.1.4.7. T 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.	
Anchor Descriptor: <u>Eligible Content:</u> None	
Key Concepts	Key Vocabulary
Develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach, focus on purpose and audience	Develop
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • In all writing, individuals follow a process to effectively develop their ideas in order to convey them clearly. • Plan/Brainstorm using a graphic organizer. • Peer Edit/Proofread. 	

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Technology and Publication*

STANDARD: C.C.1.4.7. U 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.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Use technology and Internet to produce writing

Key Vocabulary

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Students write their essays using Microsoft Word or other programs on computers at home and/or at school.
- Effectively format work using the MLA handbook style.
- Create power point presentations.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Conduction Research*

STANDARD: C.C.1.4.7. V Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions for further research and investigating

Anchor Descriptor:

Eligible Content: None

Key Concepts

Conduct research projects to answer a question, draw from several sources, generate additional questions

Key Vocabulary

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Use research to support written texts.
- Research answers to various problems.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Credibility, Reliability, and Validity of Sources*

STANDARD: C.C.1.4.7. W 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.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Gather relevant information from print and digital sources, Use search terms effectively, Assess credibility and accuracy of source, Quote or paraphrase data or conclusions, Avoid plagiarism, Follow standard format for citation	Assess, Paraphrase, Plagiarism, Citation

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Research a topic of students' choosing and write a research report using the MLA handbook format.
- Evaluate sources and cite the proper information in a correctly formatted Works Consulted.
- Paraphrase written text.

1.4 WRITING – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Range of writing*

STANDARD: C.C.1.4.7. X 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.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Write over extended time frames and shorter time frames for a range of tasks, purposes, and audiences	

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write various small, short-term reflections.
- Write paragraph and short text summaries.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Comprehension and Collaboration—Collaborative Discussions*

STANDARD: C.C.1.5.7.A -Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Key Vocabulary

Engage discussions on grade level topics, Build and express ideas

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Collaborate, discuss, and effectively express one's ideas.
- Express ideas and collaborate for a common answer to various question, topics, texts, and issues.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Comprehension and Collaborative—Evaluating Information*

STANDARD: C.C.1.5.7B - Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Anchor Descriptor:
Eligible Content: None

Key Concepts	Key Vocabulary
Analyze main ideas and supporting details, Explain and clarify topic, text, issue	Analyze, Explain and clarify

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Analyze and evaluate the purpose of particular media formats to discover the strengths and weaknesses in different forms of presentation and media.
- Discuss analyze film, propaganda, commercials.
- Write about various media.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Comprehension and Collaboration—Critical Listening*

STANDARD: C.C.1.5.7.C -Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Delineate arguments and claims, Evaluate soundness of reasoning and relevance and sufficiency of evidence	Delineate, Evaluate

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Critically listen to effectively evaluate a discussion or argument in order to contribute.
- Listen to an argument within class, and engage in class discussion or debate.
- Evaluate the speech of classmates during presentations.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Presentation of Knowledge and Ideas—Purpose, Audience, and Task*

STANDARD: C.C.1.5.7.D - 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.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Present claims and findings, Emphasize points, Use descriptions, facts, details, examples, Use eye contact, volume, clear pronunciation	Emphasize, Eye contact, Clear pronunciation

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Speak in front of one's peers with appropriate volume and rate, clear pronunciation and good eye contact.
- Present Book Talks and other presentations in which students are evaluated for their speaking performance.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Presentation of Knowledge and Ideas—Context*

STANDARD: C.C.1.5.7.E -Adapt speech to a variety of contexts and tasks.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Key Vocabulary

Adapt speech

Adapt

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Speak in front of one's peers both formally and informally.
- Talk to peers during group projects, think/pair/share moments, and other times.
- Discuss topics with the teacher.
- Discuss the difference between talking to a friend at lunch and talking in front of the classroom during a book presentation.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Integration of Knowledge and Ideas—Multimedia*

STANDARD: C.C.1.5.7.F -Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Include multimedia component, Clarify claims and findings, Emphasize points	Clarify, Emphasize

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Use multimedia to add interest, clarify ideas, and inform to strengthen a presentation.
- Create posters, power points, pictures, videos, and use other various multimedia to support presentations to the class about a variety of topics.

1.5 – SPEAKING AND LISTENING – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Conventions of Standard English*

STANDARD: C.C.1.5.7.G - Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

Anchor Descriptor:

Eligible Content: None

Key Concepts	Key Vocabulary
Demonstrate a command of conventions	

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Speak with correct English conventions while in front of the class.
- Speak in proper English when answering questions, making presentations, and whenever corrected by instructor.
- Write in proper English.