



Literature



**READING: Literature**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	7RL 1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					What textual evidence did you identify to support your analysis of the text? Cite several examples of textual evidence. What inferences can you draw from your analysis of the text? Show me in the text what makes you think that? What can you conclude from the text? Which evidence is most relevant? What can you infer from this paragraph? Explain your thinking. <b>Academic Vocabulary:</b> cite, analyze, explicit, inferences, textual evidence, conclude	
<input type="checkbox"/>	7RL 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.					What is the theme or central idea? Cite evidence from the text to support your determination of the theme/central idea. _____ best captures the theme. An example of how the theme recurs/is developed in the text is _____. How can you objectively summarize the text? What makes a summary objective? <b>Academic Vocabulary:</b> determine, theme, central idea central, analyze, objective, summarize, cite evidence	
<input type="checkbox"/>	7RL 3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).					Describe the plot of a story or drama. How does the plot unfold? Describe the problem. How was it resolved? An example of how the plot is shaped by the setting is _____. What can you infer about plot and how it is shaped by the setting? An example of how a character evolves with the plot is _____. What can you infer about the character and how he is shaped by the setting? How does the use of dialogue help the reader understand character and plot? <b>Academic Vocabulary:</b> analyze, setting, character, character traits, plot, drama, infer, inference	
<b>Craft and Structure</b>								
<input type="checkbox"/>	7RL 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. (See grade 7 Language standards 4–6 for additional expectations.)					What does the word/phrase ____ mean in this selection? The word/phrase is an example of _____. Without changing the meaning of the sentence, what word can best be used to replace the underlined part? How does the author's use of repetition of sounds impact the tone of the text? According to this passage, an ____ is like a ____ because both _____. The author uses connotation to _____. <b>Academic Vocabulary:</b> figurative meaning, connotative meaning, analyze, specific, impact, tone, word choice, determine	
<input type="checkbox"/>	7RL 5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.					What is the structure of the text? What is the meaning of the text? How does the structure of the text contribute to its meaning? How does the sentence, chapter, scene, or stanza fit into the overall structure of a ____? How would the meaning of the poem /drama have been different if it were written as a ____? <b>Academic Vocabulary:</b> drama, poem, analyze, scene, stanza, text structure del, theme, setting, plot	

**READING: Literature – continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Craft and Structure continued</b>								
<input type="checkbox"/>	7RL 6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.					Which words from the text show that it is written in _____ person? The selection is told from the point of view of _____. What perspective or point of view does each character have? How/why does ____'s point of view differ from that of another character? Which sentence from the text best shows that the narrator's point of view is subjective/objective? How does the author's word choice help to develop the narrator's or speaker's point of view? <b>Academic Vocabulary:</b> author, point of view, develop, narrator, omniscient, subjective, objective	
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	7RL 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).					How does reading a story compare to the audio or video version? What medium most impacts your understanding of the selected work? What senses were most stimulated by the production? Select an event from the book and compare it to a scene from the production. How are they different and why? Evaluate the effectiveness of the media techniques used to portray the work. <b>Academic Vocabulary:</b> compare, contrast, medium, audio, drama, poem, film, stage, multimedia, production	
<input type="checkbox"/>	7RL 8.	(Not applicable to literature)						
<input type="checkbox"/>	7RL 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.					How does the author use/alter history to _____? How are historical events and the fictional event the same and/ or different? How does the author's portrayal of the character compare to historical accounts? What could the author have done to provide a more accurate portrayal of the time period/place? <b>Academic Vocabulary:</b> Compare, contrast, historical novel, historical account, historical event, fiction, alter, accurate (precise)	
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	7RL 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.					What have you read independently lately? What genres have you recently read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literature? What is the lexile level of this text? Briefly summarize the plot and theme of the text. <b>Academic Vocabulary:</b> genre, literature, drama, poetry, fluency, comprehension	



Informational Text



**READING: Informational Text**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	7RI 1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					What is your analysis of the text? What textual evidence did you identify to support your analysis of the text? Cite several examples. What inferences can you draw from your analysis of the text? Show me in the text what makes you think that____. <b>Academic Vocabulary:</b> cite, analyze, explicit, textual evidence, draw inferences	
<input type="checkbox"/>	7RI 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.					What is the central idea? Is there more than one central idea? How are the central ideas developed? Cite evidence from the text to support your determination of the central idea. An example of how the central idea recurs in the text is _____. How can you objectively summarize the text? <b>Academic Vocabulary:</b> determine, central idea, analyze, objective, summary	
<input type="checkbox"/>	7RI 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).					What change of events was influential? How did one individual influence another? What interaction influenced future events? <b>Academic Vocabulary:</b> analyze, illustrate, explain, elaborate, events, individuals, interactions, influence, detail (noun, verb)	
<b>Craft and Structure</b>								
<input type="checkbox"/>	7RI 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. (See <a href="#">grade 7 Language standards 4–6 for additional expectations.</a> )					What does the word/phrase _____ mean in this selection? Without changing the meaning of the sentence, which word can best be used to replace the underlined part? Which of the following synonyms is closest in the meaning to the word ____? The author uses connotation to _____. What is the technical meaning of the word? What message does the author convey? What is the tone of the selection? How does the author's word choice impact the meaning and tone of the passage? <b>Academic Vocabulary:</b> phrases, figurative meaning, connotative meaning, analyze, specific, impact, meaning, tone, repetition	
<input type="checkbox"/>	7RI 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.					What is the text structure of each text? How does the structure of each text contribute to its meaning? How are the text structures similar/different? How do paragraph ____ and ____ relate to each other? How do they support the author's position? What text features does the author use to develop his ideas? What effect do the text features have on the reader, and why?	
<input type="checkbox"/>	7RI 5.a	<u>Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>					<b>Academic Vocabulary:</b> analyze, text structure, major, sections, contribute, graphics, headers, captions	



Informational Text



**READING: Informational Text - continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Craft and Structure continued</b>								
<input type="checkbox"/>	7RI 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.					What is the author's point of view or purpose? How does the author's word choice help develop the point of view/purpose? How does the author distinguish his/her position from that of others? <b>Academic Vocabulary:</b> author, point of view, develop, narrator, speaker in text	
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	7RI 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).					How does reading the text compare to the audio or video version? What medium most impacts your understanding of the selected work? What senses were most stimulated by the production? Select an event from the text and compare it to a scene from the production. How are they different and why? Evaluate the effectiveness of the media techniques used to portray the work. <b>Academic Vocabulary:</b> integrate, evaluate, format, compare, contrast, text, information, analyze, portrayal (representation), delivery, impact, summarize	
<input type="checkbox"/>	7RI 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.					What is the argument in the text? Identify the claims used to support the argument. Are these claims valid/invalid, and if so, why? Is there sufficient evidence to support the claims? Is the argument well developed and supported? Explain your answer. <b>Academic Vocabulary:</b> evaluate, argument, sound (sensible), reasoning, relevant (pertinent), sufficient, evidence, support, claims	
<input type="checkbox"/>	7RI 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.					What topic do both authors address? How do their interpretation of facts differ? What evidence does each author use to shape his/her presentation of key information? How does the evidence differ? How does one author advance a different interpretation of the facts as compared to the other author? <b>Academic Vocabulary:</b> advance, analyze, compare, contrast, difference, genre, event, evidence, key information, perspective, point of view, presentation, similar	
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	7RI 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.					What have you read independently lately? What are the topics/central ideas of the nonfiction texts that you have recently read? What topic did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literary nonfiction? What is the lexile level of this text? Briefly summarize the central idea of the text. <b>Academic Vocabulary:</b> comprehension, drama, fluency, informational text, literature, nonfiction, poetry	



**WRITING: Opinion/Argument**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	7W 1	Write arguments to support claims with clear reasons and relevant evidence.						
<input type="checkbox"/>	7W 1 a.	Introduce claim(s), acknowledge <u>and address</u> alternate or opposing claims, and organize the reasons and evidence logically.					Introduce a claim, acknowledge and address alternate/opposing claims. In sentence _____, the author supports his counter argument with relevant evidence. Which sentences best support the counterargument? What data does the author use to support his claim? Does the data come from a credible source? Rewrite the concluding statement to support the argument presented. <b>Academic Vocabulary:</b> arguments/counterarguments, claims/alternate or opposing claims, address, relevant evidence, credible source, topic, text, persuade, style, conclusion, cohesion, supporting evidence	
<input type="checkbox"/>	7W 1 b.	Support claim(s) <u>or counterarguments</u> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						
<input type="checkbox"/>	7W 1 c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.						
<input type="checkbox"/>	7W 1 d.	Establish and maintain a formal style.						
<input type="checkbox"/>	7W 1 e.	Provide a concluding statement or section that follows from and supports the argument presented.						

Informative/Explanatory



**WRITING: Informative/Explanatory**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	7W 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
<input type="checkbox"/>	7W 2 a.	Introduce a topic <u>or thesis statement</u> clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.					Identify the thesis statement in the selection. What is the author's thesis? Which sentences best support the author's thesis? How does the author organize his ideas? List the details used by the author to convey his ideas. What charts & tables does the author provide to support his thesis? How could the author use multimedia to aid in comprehension? How could the author use cause/effect to better convey his ideas? What additional comparisons could the author make to analyze the content? Is research cited? If so, how? How does the author conclude? Does the conclusion support the information or explanation presented? <b>Academic Vocabulary:</b> analysis, cause/effect, classification, cohesion, compare/ comparer/, contrast, conclusion, concrete, convey, definition, domain-specific, explanatory, formal style, formatting, heading, informative, introduction, organization, relevant content, selection, thesis statement, topic, transitions	
<input type="checkbox"/>	7W 2 b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.						
<input type="checkbox"/>	7W 2 c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.						
<input type="checkbox"/>	7W 2 d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
<input type="checkbox"/>	7W 2 e.	Establish and maintain a formal style.						
<input type="checkbox"/>	7W 2 f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.						



**WRITING: Narrative**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	7W 3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
<input type="checkbox"/>	7W 3 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.					<p>What is the main problem or conflict in the story? In which sentences does the author establish his/her point of view? How does the author introduce the narrator? Who is the narrator? Name the first event that leads to the unfolding of the story? Which significant events reveal the problem in the story? Identify the details the author uses to create the mood of the story. Is foreshadowing used in the story? If so, how? How does the author convey shifts from one time period to another? Name the events that detail these shifts. How does the author use dialogue to develop the plot? How does _____ affect the plot? How do the characters impact the problem? How do the characters impact the resolution? How does _____ change throughout the story? Identify the details of the event that indicate the problem has been resolved.</p> <p><b>Academic Vocabulary:</b> beginning, middle, end, characters, concrete, context, convey, descriptive language, dialogue, engage, event sequence, mood, narrator, orient, pacing, plot, point of view, precise, reflect, resolution, rising action, sensory details, setting</p>	
<input type="checkbox"/>	7W 3 b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.						
<input type="checkbox"/>	7W 3 c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.						
<input type="checkbox"/>	7W 3 d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.						
<input type="checkbox"/>	7W 3 e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.						

**WRITING STANDARDS: All Genres**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Production and Distribution of Writing</b>								
<input type="checkbox"/>	7W 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.)					<p>What form of writing does the writing prompt call for? How do you know? Who is the audience? How will you organize your thinking before beginning to write? Will your writing include a thesis statement? How will you conclude your writing? What is your purpose for writing? What style will you use? Formal? Informal? What can you add in this paragraph to make your writing clearer?</p> <p><b>Academic Vocabulary:</b> organization, style, task, purpose, audience</p>	
<input type="checkbox"/>	7W 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.)					<p>Which would be the best opening sentence? Which would be the best thesis statement? What is the best title for this selection? What sentence best concludes this selection? Which sentence can be deleted without changing the meaning of the selection?</p> <p><b>Academic Vocabulary:</b> editing, language conventions, organization, planning, revising, rewriting</p>	
<input type="checkbox"/>	7W 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.					<p>Name the software programs available for you to publish your writing. How do you format a document before writing? How can you include a link to resources within your document? What program tools are available for you to check your accuracy of language conventions? What URL would you use to access a moodle account? What search engine do you most prefer to use in researching_____?</p> <p><b>Academic Vocabulary:</b> cite, collaborate, interact, link, produce, publish, technology</p>	



**WRITING STANDARDS: All Genres continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Research to Build and Present Knowledge</b>								
<input type="checkbox"/>	7W 7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.					<p>If you need information on ____ you could type which key words? You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why? What question does your essay/report answer? Which thesis statement is the best for this essay? Which bibliography entry is cited correctly? How do you cite a bibliography entry for a ____?</p> <p><b>Academic Vocabulary:</b> bibliography, generate, inquiry, internet search, investigation, key words, precise, project, research, site source, synthesize</p>	
<b>Research to Build and Present Knowledge continued</b>								
<input type="checkbox"/>	7W 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.					<p>How do you know that the source is credible? How do you know that data is accurate? What standard format did you use when citing sources for your bibliography? How do you cite a digital source? How is a digital source cited differently than a printed source? Summarize the information found in these data. What can you conclude from the data?</p> <p><b>Academic Vocabulary:</b> bibliography, credibility, citation, digital source, paraphrase, plagiarism, quotation marks, quote, relevant (pertinent), research, source, summarize</p>	
<input type="checkbox"/>	7W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
<input type="checkbox"/>	7W 9. 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").					<p>How does the author portray the character? Give examples. How does this portrayal compare to the historical accounts of the character? What evidence do you have to support your answer? How does the author alter the time and place of events to support his argument? What evidence do you have to support the author's argument/claim that ____? Is there relevant and sufficient evidence to support the claim? If so, what?</p> <p><b>Academic Vocabulary:</b> analyze, compare/contrast, draw evidence, evaluate, historical account, reflect/reflection, relevant, research, sound reasoning, sufficient, support, trace</p>	
<input type="checkbox"/>	7W 9. 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>Range of Writing</b>								
<input type="checkbox"/>	7W 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.					<p>What is the purpose of this writing? Who is the audience? Identify the thesis statement. Is the thesis statement supported by evidence that can be traced throughout the writing? The transition ____ could be replaced by __. Could additional revisions be made? Where? How could the sentence ____ be revised? How does the conclusion reflect the thesis? Give examples.</p> <p><b>Academic Vocabulary:</b> reflection, revision, rough draft, editing, summary</p>	

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



Speaking & Listening



**SPEAKING and LISTENING:**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Comprehension and Collaboration</b>								
<input type="checkbox"/>	<b>7SL 1</b>	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.						
<input type="checkbox"/>	<b>7SL 1a.</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.					How did you prepare for today's discussion? What are some questions you might ask during the discussion? Based on what you read, what might you want to discuss more deeply with your group? What are some rules that help make the discussion collegial? What is your role in the discussion? What are the specific goals of the discussion, and long do we have to meet them? How will we track the progress? How will you contribute to the progress of the group? Reflect on what you heard, what ideas can you add to the discussion? Have your partners said anything that made you change your ideas? Did you acknowledge them? Use this language frame: I agree/disagree with what you said. Use this language frame: In addition to what _____ said, I think...  <b>Academic Vocabulary:</b> acknowledge, collegial, elicit, evidence, explicit, modify, pose/probe, reflect, research, warranted	
<input type="checkbox"/>	<b>7SL 1b.</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.						
<input type="checkbox"/>	<b>7SL 1c.</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.						
<input type="checkbox"/>	<b>7SL 1d.</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.						
<input type="checkbox"/>	<b>7SL 2.</b>	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.					What is the main idea of ____? Did you evaluate how those ideas are presented in the different media? Is the message the same? How does using visual media/formats help clarify the ideas within a topic of study? Which format or media made the topic easier for you to understand? What were some of the supporting details presented? Why would presenting ideas and information in a quantitative format make it easier to understand? Did you analyze the information presented for credibility?  <b>Academic Vocabulary:</b> analyze, clarify, diverse, formats, main ideas, orally, quantitatively, supporting details, visually, media	
<input type="checkbox"/>	<b>7SL 3.</b>	Delineate a speaker's argument and specific claims, <u>and attitude toward the subject</u> , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					Can you identify the speaker's reasons for making certain claims? Is the speaker's argument valid? Why or why not? Are the claims the speaker is making based on valid evidence? What details or evidence help you understand the speaker's attitude toward the topic? Are the arguments the speaker is making relevant to the topic being discussed? Is there enough evidence to support the speaker's claim? Who is the intended audience? What is their perspective? Is the evidence offered in the speech sufficient enough to convince you?  <b>Academic Vocabulary:</b> Delineate, Argument, attitude, evaluate, soundness, reasoning, relevance, sufficiency, prospective, valid, claim	



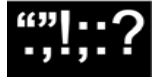


Speaking & Listening



**SPEAKING and LISTENING: continued**

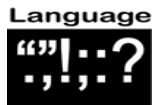
<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Presentation of Knowledge and Ideas</b>								
<input type="checkbox"/>	7SL 4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.						
<input type="checkbox"/>	7SL 4.a	<u>Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</u>					How will you plan your presentation? On what evidence will you base your argument? Have you considered the counterarguments that might be made? Is your argument presented logically with sufficient and pertinent details/facts/examples? Was your conclusion strong? Is there something you can add to make it stronger? Can the listener follow your argument? Is there cohesion from beginning to end? Don't forget the rules for a good presentation. <b>Academic Vocabulary:</b> argument, counterargument, coherent, cohesion, emphasizing, evidence, focused, claim, presentation, manner, narrative, pertinent, presentations, pronunciation, salient, summary	
<input type="checkbox"/>	7SL 5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					How does the use of _____ enhance your presentation? The message? What digital media could you use to present your data clearly? Do the components help clarify the presentation? What is the message or information you want to convey to your audience? How would including media help the presentation? Does the media help underscore your important points? How did you decide which images you would include? Did you strategically place your media components and your visual displays to enhance understanding of your presentation topic? <b>Academic Vocabulary:</b> digital media, visual displays, claims, express, enhance, components, clarify, salient points	
<input type="checkbox"/>	7SL 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.)					What is the purpose of your speech and who is your intended audience? Are you trying to persuade or convince your audience? Will you need formal or informal English? Why? Are you delivering a formal presentation? How will this affect your choice of words? Are there places where you can substitute precise engaging language to keep the listeners interested? How will your word choice impact your listeners? How will you emphasize the important points? <b>Academic Vocabulary:</b> contexts, demonstrate, formal English, variety, purpose, word choice, selection, context, sentence patterns, enunciate, volume	



**LANGUAGE: Conventions**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Conventions of Standard English</b>								
<input type="checkbox"/>	7L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	7L 1a.	Explain the function of phrases and clauses in general and their function in specific sentences.					What is a phrase? How does it differ from clause? What is an independent clause? What is a dependent clause? Which is the same as a simple sentence? What is a compound sentence? Name the words that are used to connect two independent clauses. What is a complex sentence? How does it differ from a compound sentence? What types and how many clauses are used in a compound-complex sentence? Is the position of the modifier correct? What word is being modified? What is a dangling modifier? In what way does the passage deviate from conventional use? <b>Academic Vocabulary:</b> conventions, subjective case, objective case, possessive case, intensive pronouns, vague /ambiguous antecedents	
<input type="checkbox"/>	7L 1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.						
<input type="checkbox"/>	7L 1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*						
<input type="checkbox"/>	7L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	7L 2a.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).					What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence? What is the correct spelling of this word? Are standard English conventions correctly demonstrated? What might the author/you do to address conventional errors and improve clarity? <b>Academic Vocabulary:</b> capitalization, punctuation, nonrestrictive, parenthetical elements, phrases, complete sentences, run-on sentence, dash, parentheses	
<input type="checkbox"/>	7L 2b.	Spell correctly.						
<b>Knowledge of Language</b>								
<input type="checkbox"/>	7L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	7L 3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*					What sentence patterns are present/absent in this piece (essay/presentation/passage)? Does the piece address the needs/interests of the audience? How can you more precisely express this idea? Are any of the words or sentences used redundant? What words can be removed without affecting the message? <b>Academic Vocabulary:</b> sentence variety, sentence structure, precise, concise, redundant	
<input type="checkbox"/>	7L 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.						
<input type="checkbox"/>	7L 4. a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.					Based upon the use of the word in the sentence, what can you deduce the word ____ means? Does the positioning of the word ____ assist in determining meaning? Is an appositive clue provided? Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? What is the origin of the word? Did it derive from another language? Has the meaning/use of the word ____ changed over time? How? What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? <b>Academic Vocabulary:</b> multiple meaning, context clues, function, part of speech, root word, affix, prefix, suffix, consult, reference materials, dictionary, thesaurus, glossaries, pronunciation, precise meaning, synonym, etymology, verify, preliminary, determination, inferred meaning	
<input type="checkbox"/>	7L 4. b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).						
<input type="checkbox"/>	7L 4. 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 precise meaning or its part of speech or trace the etymology of words.						
<input type="checkbox"/>	7L 4. d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						

\*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.



## LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Vocabulary Acquisition and Use</b>								
<input type="checkbox"/>	7L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
<input type="checkbox"/>	7L 5a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.					What is meant by the figurative expression _____? What type of figurative language is used? Does the expression allude to or casually mention a character or incident in another literary text? What is the connection? Although very similar in meaning, how do the words slightly differ in meaning? What is the relationship between these words? What is the explicit/direct meaning of the word? Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning? <b>Academic Vocabulary:</b> cause/effect, connotations (associations), demonstrate, denotations (definitions), distinguish, figurative language, interpret, item/category, nuances	
<input type="checkbox"/>	7L 5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.						
<input type="checkbox"/>	7L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).						
<input type="checkbox"/>	7L 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.					What is the meaning for the term _____? How would you use the academic word _____ in a sentence? Can you give an example of how the word _____ is used in different subject areas? The word _____ is specific to what subject/domain? Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? What strategies do you use for identifying, understanding, and using high-utility academic words? <b>Academic Vocabulary:</b> acquire, academic, domain-specific, comprehension, expression	