

Main Criteria: Journeys In Writing

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 7

Journeys In Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION

L.VAU.4

Vocabulary Acquisition and Use - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION

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

LEARNING EXPECTATION

7.L.VAU.
4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR

7.L.VAU.
4.a.

Use context as a clue to the meaning of a word or a phrase.

INDICATOR

7.L.VAU.
4.b.

Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

INDICATOR

7.L.VAU.
4.c.

Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

INDICATOR

7.L.VAU.
4.d.

Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION

L.VAU.6

Vocabulary Acquisition and Use - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION

7.L.VAU.
6

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

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING
EXPECTATION7.RI.KID.1
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Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING
EXPECTATION7.RI.KID.2
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Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING
EXPECTATION7.RI.KID.3
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Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION7.RI.RRT
C.10.

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

7.SL.CC.
1

Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR

7.W.TTP.
3.d.

Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR

7.W.TTP.
3.g.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	7.W.PDW 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.)
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STRAND / STANDARD / COURSE	WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
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LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
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STRAND / STANDARD / COURSE	WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
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LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Lesson 02: Unit 2 Writing from Notes, pp. 19-28

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU. 4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU. 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RI.KID.1 .	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING
EXPECTATION

7.RI.KID.2
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Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING
EXPECTATION

7.RI.KID.3
.

Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

7.RI.RRTC.
C.10.

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

7.SL.CC.
1

Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP. 1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

7.W.TTP.
1.i.

Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

7.W.TP.2.
a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

7.W.TP.2.
b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

7.W.TP.2.
c.

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

INDICATOR

7.W.TP.2.
d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	7.W.PDW.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.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	7.W.RBP.K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	7.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING
EXPECTATION

7.RL.CS.
5.

Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING
EXPECTATION

7.RL.CS.
6.

Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

7.RL.RRT
C.10.

Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

7.SL.CC.
1

Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI. 4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
INDICATOR	7.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-48

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
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STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IK1.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.TTP.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
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INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
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INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
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INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
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INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 47-54

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 7.RI.KID.2 . Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR 7.W.TTP.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.

INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 7.W.PDW.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION 7.W.PDW.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Lesson 06: Unit 4 Summarizing a Reference, pp. 55-62		
Tennessee Academic Standards		
Language Arts		
Grade 7 - Adopted: 2016		
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS		

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE READING STANDARDS – INFORMATIONAL TEXT		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
STRAND / STANDARD / COURSE READING STANDARDS – INFORMATIONAL TEXT		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE READING STANDARDS – INFORMATIONAL TEXT		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE READING STANDARDS – INFORMATIONAL TEXT		
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	7.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW .6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 07: Unit 4 Summarizing a Reference, pp. 63-72

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING
EXPECTATION7.W.RBP
K.7

Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION7.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 08: Unit 4 Summarizing a Reference: pp. 73-82

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	7.L.CSE. 1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION 7.RI.RRTC.10. Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

7.W.TP.2.
a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

7.W.TP.2.
b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

7.W.TP.2.
c.

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

INDICATOR

7.W.TP.2.
d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR

7.W.TP.2.
e.

Craft an effective and relevant conclusion.

INDICATOR

7.W.TP.2.
g.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR

7.W.TP.2.
h.

Use precise language and domain-specific vocabulary.

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 09: Unit 4 Summarizing a Reference, pp. 83-92

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION 7.RI.RRT C.10. Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC. 1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 7.SL.PKI. 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 7.W.TP.2. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR 7.W.TP.2. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 10: Unit 5 Writing from Pictures, pp. 93-102

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU. 4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU. 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC. 1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

7.W.TP.2.
a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

7.W.TP.2.
b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

7.W.TP.2.
c.

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

INDICATOR

7.W.TP.2.
d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR

7.W.TP.2.
e.

Craft an effective and relevant conclusion.

INDICATOR

7.W.TP.2.
g.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR

7.W.TP.2.
h.

Use precise language and domain-specific vocabulary.

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 11: Unit 5 Writing from Pictures, pp. 103-110

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

7.L.KL.3

When writing and speaking, choose precise language to express ideas concisely.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR

7.L.VAU.
4.b.

Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

INDICATOR

7.L.VAU.
4.c.

Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

INDICATOR

7.L.VAU.
4.d.

Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING
EXPECTATION

7.L.VAU.
6

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

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IK1.9 .	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PK1.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PK1.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 12: Unit 6 Summarizing Multiple References, pp. 111-118

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING
EXPECTATION7.RL.IK1.9
.

Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING
EXPECTATION7.RI.KID.1
.

Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING
EXPECTATION7.RI.KID.2
.

Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING
EXPECTATION7.RI.KID.3
.

Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

7.RI.RRT
C.10.

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

7.SL.CC.
1

Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP. 1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	7.W.TTP.1.d.	Use credible sources and demonstrate an understanding of the topic or source material.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBP.K.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IK1.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING
EXPECTATION

7.W.RBP
K.7

Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION

7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

7.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU. 4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IK1.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	7.RI.CS.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.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.d.	Use credible sources and demonstrate an understanding of the topic or source material.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	7.W.RBP.K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBP.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Lesson 15: Unit 6 Summarizing Multiple References, pp. 131-136

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
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STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PK1.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.

INDICATOR	7.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 16: Unit 7 Inventive Writing, pp. 137-142

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	7.L.CSE.1.a.	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
INDICATOR	7.L.CSE.1.b.	When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	7.SL.CC. 1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PKI. 4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
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INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE		
WRITING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Lesson 17: Unit 7 Inventive Writing, pp. 143-150		
Tennessee Academic Standards		
Language Arts		
Grade 7 - Adopted: 2016		
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE		
6-12 LANGUAGE STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		
6-12 LANGUAGE STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		
SPEAKING AND LISTENING STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP. 1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

7.W.TTP.
1.i.

Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

7.W.TP.2.
a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

7.W.TP.2.
b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

7.W.TP.2.
c.

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

INDICATOR

7.W.TP.2.
d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	7.W.PDW.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.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 18: Unit 7 Inventive Writing, pp. 151-154

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PK1.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.W.PDW .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.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	7.W.PDW .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.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 19: Unit 7 Inventive Writing, pp. 155-161

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
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INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 20: Unit 8 Formal Essay Models, pp. 161-166

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
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STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IKI.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION	7.RI.CS.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.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	7.W.TTP.1.d.	Use credible sources and demonstrate an understanding of the topic or source material.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 21: Unit 8 Formal Essay Models, pp. 167-176

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

7.L.KL.3

When writing and speaking, choose precise language to express ideas concisely.

STRAND /
STANDARD /
COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR

7.L.VAU.
4.b.

Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

INDICATOR

7.L.VAU.
4.c.

Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

INDICATOR

7.L.VAU.
4.d.

Use etymological patterns in spelling as clues to the meaning of a word or phrase.

STRAND /
STANDARD /
COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING
EXPECTATION

7.L.VAU.
6

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

STRAND /
STANDARD /
COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
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LEARNING EXPECTATION	7.RL.IKI.9 .	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION	7.RI.KID.2 .	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	7.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 22: Unit 8 Formal Essay Models, pp. 177-184

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	7.RL.IK1.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING
EXPECTATION

7.W.RBP
K.7

Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION

7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

7.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 23: Unit 8 Formal Essay Models, pp. 185-190

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	7.RL.IKI.9.	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	7.W.PDW .6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	7.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 24: Unit 9 Formal Critique, pp. 191-206

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	7.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RL.RRT C.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.f.	Use precise language and content-specific vocabulary.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP.K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 25: Unit 9 Formal Critique, pp. 207-212

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU. 4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU. 4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU. 4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU. 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	7.RL.KID. 2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION 7.RL.CS.5. Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION 7.RL.CS.6. Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION 7.RL.RRTC.10. Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.W.PDW.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.)
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	7.W.RBP.K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Lesson 26: Unit 9 Formal Critique, pp. 213-222

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
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CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
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INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
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INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING
EXPECTATION

7.RL.CS.
5.

Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

STRAND /
STANDARD /
COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING
EXPECTATION

7.RL.CS.
6.

Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

STRAND /
STANDARD /
COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

7.RL.RRTC.
C.10.

Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND /
STANDARD /
COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

7.SL.CC.
1

Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND /
STANDARD /
COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
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INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 27: Unit 9 Formal Critique, pp. 223-228

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		
6-12 LANGUAGE STANDARDS		
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		
READING STANDARDS - LITERATURE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE		
READING STANDARDS - LITERATURE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
STRAND / STANDARD / COURSE		
READING STANDARDS - LITERATURE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	7.RL.RRT C.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 28: Response to Literature, pp. 229-240

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	7.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION 7.RL.CS.5. Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION 7.RL.CS.6. Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION 7.RL.RRTC.10. Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

7.SL.PKI.
4

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

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

7.W.TP.2.
a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

7.W.TP.2.
b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

7.W.TP.2.
c.

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

INDICATOR

7.W.TP.2.
d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR

7.W.TP.2.
e.

Craft an effective and relevant conclusion.

INDICATOR

7.W.TP.2.
g.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR

7.W.TP.2.
h.

Use precise language and domain-specific vocabulary.

STRAND /
STANDARD /
COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	7.W.PDW .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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 29: Response to Literature, pp. 2441-244

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

INDICATOR	7.L.VAU.4.b.	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
INDICATOR	7.L.VAU.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
INDICATOR	7.L.VAU.4.d.	Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION 7.RL.RRTC.10. Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 7.W.TP.2.a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR 7.W.TP.2.b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION7.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 30: Response to Literature, pp. 245-249

Tennessee Academic Standards

Language Arts

Grade 7 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	7.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2. h.	Use precise language and domain-specific vocabulary.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	7.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	7.W.PDW .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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING
EXPECTATION7.W.PDW
.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION7.W.PDW
.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION7.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	7.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
STRAND / STANDARD / COURSE	WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	7.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.