Main Criteria: Structure and Style for Students Secondary Criteria: California Content Standards

> Subject: Language Arts Grade: 7

### Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC
E STANDARD /
MODE

**Key Ideas and Details** 

and ideas.

**SUBSTRAND** 

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC
E STANDARD /
MODE

Craft and Structure

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

> Literacy.C CRA.R.4

SUBSTRAND

A-

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C

CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC	
E STANDARD /	
MODE	

**SUBSTRAND** 

Integration of Knowledge and Ideas

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Literacy.C CRA.R.7

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

**SUBSTRAND** 

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C

CRA.W.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

Α-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Research to Build and Present Knowledge

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

Α-CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / / DOMAIN / PART L	Α-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND Areading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART PERFORMANC Key Ideas and Details** E STANDARD / MODE Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / RI.7.1. **SUBSTRAND** drawn from the text. EXPECTATION / RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an SUBSTRAND objective summary of the text. EXPECTATION / RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). SUBSTRAND **CA.CC.RI Reading Standards for Informational Text** CONTENT STANDARD / **DOMAIN / PART PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **SUBSTRAND** technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA CA.CC.W. Writing Standards CONTENT STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Text Types and Purposes	
EXPECTATION / SUBSTRAND	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration	
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	

FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

#### CONTENT CA.CC.SL Speaking and Listening Standards .7.

Comprehension and Collaboration

STANDARD / DOMAIN / PART

**PERFORMANC** 

E STANDARD /

**DOMAIN / PART** 

MODE EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, SUBSTRAND orally) and explain how the ideas clarify a topic, text, or issue under study.

#### CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD /

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY LEVEL	SL.7.4.a.	Plan and present an argument that supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA

#### CA.CC.SL Speaking and Listening Standards CONTENT .7.

STANDARD / **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / **PROFICIENCY LEVEL** 

L.7.3.a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**Vocabulary Acquisition and Use** 

**PERFORMANC** E STANDARD / MODE

**EXPECTATION** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 7 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / **PROFICIENCY** 

I FVFI

L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

clue to the meaning of a word or phrase.

FOUNDATION / **PROFICIENCY** I FVFI

1.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / L.7.6.

**SUBSTRAND** 

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

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD /

**Key Ideas and Details** 

MODE

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**SUBSTRAND** A-Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** 

A-

Literacy.C

CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SUBSTRAND A-Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CONTENT STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building **SUBSTRAND** on others' ideas and expressing their own clearly and persuasively. Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD /

DOMAIN / PART Literacy.

CCRA.SL.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION /	CCSS.EL	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.

SUBSTRAND

Literacy.C CRA.L.4

## **SUBSTRAND**

CRA.L.6

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD /

**CA.CC.RI Reading Standards for Informational Text** 

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DOMAIN / DADT	
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / **DOMAIN / PART**  **CA.CC.RI Reading Standards for Informational Text** 

PERFORMANC
E STANDARD /
MODE

**Craft and Structure** 

EXPECTATION / RI.7.4. **SUBSTRAND** 

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.W. Writing Standards** 

PERFORMANC
E STANDARD /
MODE

**Text Types and Purposes** 

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

FOUNDATION / **PROFICIENCY LEVEL** 

W.7.2.a.

Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / **PROFICIENCY** 

I FVFI

W.7.2.b.

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

FOUNDATION / **PROFICIENCY LEVEL** 

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / **CA.CC.W. Writing Standards** 

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CA.CC.W. Writing Standards CONTENT STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA.CC.W. Writing Standards CONTENT STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

FOUNDATION / W.7.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CA.CC.W. Writing Standards CONTENT STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.7.: SUBSTRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
EXPECTATION / SUBSTRAND	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

### CONTENT CA.CC.SL Speaking and Listening Standards

STANDARD / .7. DOMAIN / PART

**DOMAIN / PART** 

**LEVEL** 

DOMAIN / PART

PERFORMANC Comprehension and Collaboration E STANDARD /

MODE		
EXPECTATION /	SI 72	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
SUBSTRAND	SL.1.2.	orally) and explain how the ideas clarify a topic, text, or issue under study.

## CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY	SL.7.4.a.	Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.

argument presented. CA

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

## CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY** I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **PROFICIENCY** redundancy. **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / 7. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 7 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPECTATION / L.7.6.

**SUBSTRAND** 

### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

CCRA.R.

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

**Text Types and Purposes** 

SUBSTRAND

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

> Literacy.C CRA.W.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C

CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.5

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION /

CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SUBSTRAND** 

Literacy.C

A-

CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.1

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

## CONTENT CA.CC.W. Writing Standards STANDARD / 7.

DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards 7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.
DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY LEVEL	SL.7.4.a.	Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly.

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT CA.CC.L. Language Standards

FOUNDATION / L.7.4.d.

PROFICIENCY

LEVEL

STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

California Content Standards Language Arts Grade 7 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT

context or in a dictionary).

STANDARD / DOMAIN / PART Literacy.

CCRA.Ŕ.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
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EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND Aand ideas. Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. SUBSTRAND Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

**SUBSTRAND** 

Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

> Literacy.C CRA.W.3

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

**SUBSTRAND** A-

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION /

CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.9

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / DOMAIN / PART Literacy. CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building EXPECTATION / on others' ideas and expressing their own clearly and persuasively. **SUBSTRAND** Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.L.

**PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE

EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, SUBSTRAND analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4

EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

CONTENT	CA.CC.W.	Writing	Standards
STANDARD /	7.		
DOMAIN / PART			

SUBSTRAND

PERFORMANC E STANDARD / MODE	Text Types and Purposes	
EXPECTATION / SUBSTRAND	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

complexity band proficiently, with scaffolding as needed at the high end of the range.

FOUNDATION / W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, **PROFICIENCY** using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., **LEVEL** headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART PERFORMANC Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant / SUBSTRAND descriptive details, and well-structured event sequences. FOUNDATION / W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or **PROFICIENCY** characters; organize an event sequence that unfolds naturally and logically. I FVFI FOUNDATION / W.7.3.h. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or **PROFICIENCY** characters. I FVFI CONTENT **CA.CC.W. Writing Standards** STANDARD / **DOMAIN / PART PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION / W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, **SUBSTRAND** 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.) EXPECTATION / W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to **SUBSTRAND** interact and collaborate with others, including linking to and citing sources. CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the SUBSTRAND credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards
STANDARD / 7.
DOMAIN / PART

PERFORMANC Range of Writing
E ST ANDARD /
MODE

EXPECTATION / W.7.10. **SUBSTRAND** 

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / **DOMAIN / PART**  **CA.CC.SL Speaking and Listening Standards** 

PERFORMANC	Comprehension and	Collaboration
E STANDARD /		

**EXPECT ATION** / SUBSTRAND

MODE

**LEVEL** 

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) SL.7.1. with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

FOUNDATION / **PROFICIENCY** 

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

FOUNDATION / **PROFICIENCY** LEVEL

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

FOUNDATION / **PROFICIENCY LEVEL** 

SL.7.1.c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / CA.CC.SL Speaking and Listening Standards

**DOMAIN / PART** 

PERFORMANC	Comprehension and Collaboration
E STANDARD /	
MODE	

EXPECTATION / SUBSTRAND

SL.7.2.

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

CONTENT STANDARD / CA.CC.L. Language Standards

**DOMAIN / PART** 

PERFORMANC	<b>Conventions of Standards English</b>
E STANDARD /	

MODE		
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.7.1.a.

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
E STANDARD /	L.7.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
E STANDARD / MODE  EXPECTATION	<b>L.7.4.</b> L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
E STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the
E STANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT	L.7.4.a. L.7.4.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
E STANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD /	L.7.4.a.  L.7.4.d.  CA.CC.L. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND

A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

Α-

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words

Literacy.C CRA.R.7

CONTENT STANDARD /

MODE

CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD /

Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND

CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

A-Literacy.C

CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

SUBSTRAND

A-

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

**EXPECTATION /** SUBSTRAND

A-

CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

EXPECTATION / **SUBSTRAND** 

CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-Literacy.C

CRA.W.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND

A-

CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C

CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

**SUBSTRAND** 

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.W.1

0

A-

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

A-DOMAIN / PART Literacy. CCRA.SL.

**PERFORMANC** E STANDARD / MODE

Comprehension and Collaboration

**SUBSTRAND** 

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

on others' ideas and expressing their own clearly and persuasively.

Literacy.C CRA.SL.1

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A-

CCRA.SL

**PERFORMANC** 

Presentation of Knowledge and Ideas

**SUBSTRAND** 

E STANDARD / MODE

CRA.SL.4

A-

EXPECTATION / CCSS.EL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the

organization, development, and style are appropriate to task, purpose, and audience. Literacy.C

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

indicated or appropriate.

Literacv.C CRA.SL.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

A-**DOMAIN / PART Literacy.** 

CCRA.L.

**PERFORMANC** E STANDARD / MODE

Conventions of Standard English

**SUBSTRAND** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A-

Literacy.C CRA.L.1

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND

A-

Literacy.C

CRA.L.2

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Language

A-CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PAR CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.RI Reading Standards for Informational Text

STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Craft and Structure
EXPECTATION / RI.7.4. SUBSTRAND	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language

standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / **DOMAIN / PART** 

SUBSTRAND

PERFORMANC

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION /	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to

interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

CONTENT CA.CC.W. Writing Standards

STANDARD / 7. **DOMAIN / PART** 

E STANDARD / MODE		
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Range of Writing
E\\D=0.1.1	

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / W.7.10. SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY LEVEL	SL.7.4.a.	Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Presentation of Knowledge and Ideas
------------------------------------	-------------------------------------

EXPECTATION / SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) **SUBSTRAND** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECT ATION** L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND speaking. FOUNDATION / L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / 7. **DOMAIN / PART** PERFORMANC Conventions of Standards English E STANDARD / MODE **EXPECTATION** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY** LEVEL CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECTATION** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **PROFICIENCY** redundancy. **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

Vocabulary Acquisition and Use

**PERFORMANC** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / L.7.6.

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

#### UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

#### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** 

Literacy.C

CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

meanings, and analyze how specific word choices shape meaning or tone.

**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / Craft and Structure

MODE

**SUBSTRAND** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

Literacy.C

CRA.R.4

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C

CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	Α-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Writing

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.
CCRA.W.

PERFORMANC		Research to Build and Present Knowledge
E STANDARD / MODE		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND Areading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART PERFORMANC Key Ideas and Details** E STANDARD / MODE Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / RI.7.1. **SUBSTRAND** drawn from the text. EXPECTATION / RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an SUBSTRAND objective summary of the text. EXPECTATION / RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). SUBSTRAND **CA.CC.RI Reading Standards for Informational Text** CONTENT STANDARD / **DOMAIN / PART PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **SUBSTRAND** technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA CA.CC.W. Writing Standards CONTENT STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Text Types and Purposes	
EXPECTATION / SUBSTRAND	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### $\begin{array}{ll} {\rm CONTENT} & {\rm CA.CC.L.} \ \ {\rm Language\ Standards} \\ {\rm STANDARD}\ {\it I} & 7. \end{array}$ DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION /	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

PROFICIENCY LEVEL

## CONTENT CA.CC.L. Language Standards ST ANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY

FOUNDATION / L.7.2.b. Spell correctly.

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CA.CC.L. Language Standards CONTENT

STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C

CRA.W.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .7.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## CONTENT CA.CC.RI Reading Standards for Informational Text ST ANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

EXPECTATION / W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to **SUBSTRAND** interact and collaborate with others, including linking to and citing sources. CONTENT **CA.CC.W. Writing Standards** STANDARD / **DOMAIN / PART PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the **SUBSTRAND** credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SUBSTRAND CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / **DOMAIN / PART PERFORMANC** Comprehension and Collaboration E STANDARD / MODE **EXPECT ATION** SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) / SUBSTRAND with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. FOUNDATION / SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation **PROFICIENCY** by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **LEVEL** FOUNDATION / SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual **PROFICIENCY** roles as needed. I FVFI FOUNDATION / SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations **PROFICIENCY** and ideas that bring the discussion back on topic as needed. **LEVEL** 

FOUNDATION /

**LEVEL** 

SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SL.7.2. SUBSTRAND

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

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / **PROFICIENCY** 

LEVEL

L.7.1.a.

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. PROFICIENCY

**LEVEL** 

Spell correctly.

CONTENT STANDARD / 7. **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

PROFICIENCY **LEVEL** 

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / CA.CC.L. Language Standards

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / **PROFICIENCY LEVEL** 

L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD /

**DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / L.7.6. **SUBSTRAND** 

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

#### UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

#### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC
E STANDARD /
MODE

Key Ideas and Details

**SUBSTRAND** 

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Aand ideas.

Literacy.C CRA.R.2

**SUBSTRAND** 

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD /

Craft and Structure

MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

A-DOMAIN / PART Literacy. CCRA.R.

Integration of Knowledge and Ideas

**PERFORMANC** E STANDARD / MODE

SUBSTRAND

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words. A-

Literacy.C CRA.R.7

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

A-

Literacy.C CRA.R.10

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

EXPECTATION / **SUBSTRAND** 

A-

CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

SUBSTRAND A- purpose, and audience.

Literacy.C

CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND

Literacy.C

CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .7.	Reading Standards for Informational Text
		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT	CA.CC.W	Writing Standards

**CA.CC.W. Writing Standards** STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.7.10. SUBSTRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English	
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
FOUNDATION /	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.	

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY

FOUNDATION / L.7.2.b. Spell correctly.

LEVEL

CONTENT CA.CC.L. Language Standards 5T ANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

CONTENT CCSS.EL College and Career Readiness Anchor STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-	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.

Literacy.C CRA.L.3

## CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### CONTENT STANDARD / DOMAIN / PART

**CA.CC.RI Reading Standards for Informational Text** 

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### CONTENT STANDARD / DOMAIN / PART

CA.CC.RI Reading Standards for Informational Text

PERFORMANC	Craft and Structure
E STANDARD /	
MODE	

EXPECTATION / RI.7.4. SUBSTRAND

LEVEL

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g.,

headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

 $Analyze \ the \ main \ ideas \ and \ supporting \ details \ presented \ in \ diverse \ media \ and \ formats \ (e.g., \ visually, \ quantitatively, \ qua$ 

orally) and explain how the ideas clarify a topic, text, or issue under study.

EXPECTATION / SL.7.2.

SUBSTRAND

CONTENT CA.CC.L. Language Standards ST ANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

PROFICIENCY redundancy. LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.7.6. SUBSTRAND	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

## California Content Standards Language Arts Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

STANDARD / A-DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.
CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC Integration of Knowledge and Ideas
E STANDARD /
MODE

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy.

	CCRA.W.	
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.EL College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION /	CCSS.EL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUBSTRAND	A-	
	Literacy.C	
	CRA.L.2	

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION /	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL

FOUNDATION / W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### CONTENT CA.CC.W. Writing Standards STANDARD /

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT	CA.CC.SI	L Speaking and Listening Standards

STANDARD /

**DOMAIN / PART** 

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT CA.CC.SL Speaking and Listening Standards

STANDARD / .7.
DOMAIN / PART

PERFORMANC **Comprehension and Collaboration** E STANDARD / MODE

EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SUBSTRAND

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.7.1.a. **PROFICIENCY** LEVEL

Explain the function of phrases and clauses in general and their function in specific sentences.

### CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION /	L.7.2.b.	Spell correctly.

PROFICIENCY LEVEL

CONTENT STANDARD / 7 DOMAIN / PART

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.7.3.a. PROFICIENCY LEVEL

**LEVEL** 

DOMAIN / PART

SUBSTRAND

EXPECTATION / L.7.6.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.

PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC Key Ideas and Details** E STANDARD / MODE EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details **SUBSTRAND** Aand ideas. Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.R.

Literacy.C

CRA.R.3

**PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. A-

CRA.R.5

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

Integration of Knowledge and Ideas PERFORMANC E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** as in words. Literacy.C CRA.R.7

EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND approaches the authors take.

> Literacy.C CRA.R.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A-	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Literacy.C CRA.W.7

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND source, and integrate the information while avoiding plagiarism. A-Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CONTENT STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively. A-Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC Knowledge of Language** E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C

CRA.L.3

#### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### CA.CC.RI Reading Standards for Informational Text CONTENT

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CA.CC.W. Writing Standards CONTENT STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

## CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION /	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic text or issue under study.

# CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECTATION** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **PROFICIENCY** redundancy. I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 7 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather SUBSTRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140 California Content Standards Language Arts Grade 7 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART

CONTENT

IAIN / PAR I	Literacy.
	CCRA.R.

PERFORMANC E STANDARD / MODE	Key Ideas and Details
------------------------------------	-----------------------

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

**DOMAIN / PART Literacy.** 

CCRA.R.

CRA.R.5

CCRA.R.

#### Craft and Structure **PERFORMANC** E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND approaches the authors take. Α-Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Α-

> Literacy.C CRA.R.10

CRA.R.9

CCRA.R.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** 

**PERFORMANC** E STANDARD /

**Production and Distribution of Writing** 

**SUBSTRAND** 

MODE

CCRA.W.

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

A-

A-

**SUBSTRAND** 

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION /	CCSS.EL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SUBSTRAND** 

Literacy.C CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.L.

**PERFORMANC** E STANDARD /

MODE

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND A-Literacy.C CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.L.

**PERFORMANC** Knowledge of Language E STANDARD / MODE

SUBSTRAND A-

EXPECTATION / CCSS.EL 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.

Literacv.C CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

Vocabulary Acquisition and Use

DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** 

E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, SUBSTRAND analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. A-Literacv.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND Areading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6

CONTENT **CA.CC.RI Reading Standards for Informational Text** 

STANDARD / **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / CA.CC.RI Reading Standards for Informational Text

**DOMAIN / PART** 

**PERFORMANC** 

#### Craft and Structure

E STANDARD / MODE

EXPECTATION / RI.7.4. **SUBSTRAND** 

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.RI Reading Standards for Informational Text** .7.

**PERFORMANC** E STANDARD /

Integration of Knowledge and Ideas

EXPECTATION / RI.7.9. SUBSTRAND

MODE

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.W. Writing Standards

<b>PERFORMANC</b>
E STANDARD /
MODE

**Text Types and Purposes** 

#### **EXPECT ATION** / SUBSTRAND

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

### FOUNDATION / **PROFICIENCY LEVEL**

W.7.2.a.

W.7.2.

Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

### FOUNDATION / **PROFICIENCY LEVEL**

W.7.2.b.

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

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.W. Writing Standards** 

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT CA.CC.W. Writing Standards

STANDARD / DOMAIN / PART

PERFORMANC

**DOMAIN / PART** 

**DOMAIN / PART** 

PERFORMA E STANDAR MODE	 Research to Build and Present Knowledge
EXPECTATION SUBSTRANI	 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION SUBSTRANI	 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.

PERFORMANC E ST ANDARD / MODE	Comprehension and Collaboration

EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

L.7.1.a.

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL Explain the function of phrases and clauses in general and their function in specific sentences.

# CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

SUBSTRAND

A-Literacy.C

CRA.W.2

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

A-

CCRA.W.

PERFORMANC E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

**EXPECTATION /** A-

CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C

CRA.W.5

EXPECTATION /

SUBSTRAND

CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

A-

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.W.

A-

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND

A-

CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** 

Range of Writing

E STANDARD / MODE

**SUBSTRAND** A-Literacy.C

EXPECTATION / CCSS.EL 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.

0

CRA.W.1

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

**DOMAIN / PART Literacy.** CCRA.L.

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.W. Writing Standards

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

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

FOUNDATION / **PROFICIENCY** LEVEL

**EXPECT ATION** 

/ SUBSTRAND

W.7.2.a.

W.7.2.

Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / **PROFICIENCY LEVEL** 

W.7.2.b.

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

FOUNDATION / **PROFICIENCY LEVEL** 

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOUNDATION / **PROFICIENCY LEVEL** 

W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.W. Writing Standards** 

PERFORMANC
E STANDARD /
MODE

**Production and Distribution of Writing** 

EXPECTATION / W.7.4. **SUBSTRAND** 

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.)

EXPECTATION / W.7.6 SUBSTRAND	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Range of Writing
EXPECTATION / W SUBSTRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.
DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EVECTATION /	01.70	

EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
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EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		California Content Standards  Language Arts  Grade 7 - Adopted: 2013
DOMAIN / PART	A-	Grade 7 - Adopted: 2013  College and Career Readiness Anchor Standards for Writing

PERFORMANC
E STANDARD /
MODE

Text Types and Purposes

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND source, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

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PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT	CA.CC.W.	Writing Standards

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC	Research to Build and Present Knowledge
E STANDARD /	
MODE	

EXPECTATION / W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the **SUBSTRAND** credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CONTENT **CA.CC.W. Writing Standards** STANDARD / **DOMAIN / PART PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / **DOMAIN / PART PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SUBSTRAND CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECT ATION** L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND speaking. FOUNDATION / L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC
E STANDARD /
MODE

EXPECTATION / SUBSTRAND

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.7.3.a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

redundancy.

CONTENT STANDARD / CA.CC.L. Language Standards

**DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

**Vocabulary Acquisition and Use** 

EXPECTATION / L.7.6. **SUBSTRAND** 

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

#### UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

**SUBSTRAND** 

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C

CRA.R.3

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / Craft and Structure

MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C

CRA.R.4

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text.

**SUBSTRAND** 

Literacy.C

CRA.R.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	Α-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD /	CCSS.EL	College and Career Readiness Anchor Standards for Writing

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Wire STANDARD / A-DOMAIN / PART Literacy.
CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CA.CC.R Reading Standards for Literature CONTENT STANDARD / L.7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7.

DOMAIN / PART

**SUBSTRAND** 

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
EXPECTATION /	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT CA.CC.R Reading Standards for Literature

STANDARD / L.7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Range of Reading and Level of Text Complexity

EXPECTATION / RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Text Types and Purposes
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

FOUNDATION / W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, PROFICIENCY using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., LEVEL headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Text Types and Purposes
EXPECTATION / SUBSTRAND	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

FOUNDATION / PROFICIENCY LEVEL	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

 $Analyze \ the \ main \ ideas \ and \ supporting \ details \ presented \ in \ diverse \ media \ and \ formats \ (e.g., \ visually, \ quantitatively, \ qua$ 

orally) and explain how the ideas clarify a topic, text, or issue under study.

EXPECTATION / SL.7.2.

SUBSTRAND

CONTENT CA.CC.L. Language Standards ST ANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

PROFICIENCY redundancy. LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use	
EXPECTATION / L.7. SUBSTRAND	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

### UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

### California Content Standards Language Arts Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

CONTLINE	CC33.LL
STANDARD /	A-
DOMAIN / PART	Literacy.
	CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.R.

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy.

	CCRA.W.	
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

CRA.W.9

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Language

STANDARD /

A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART Literacy. CCRA.L.

CCSS.EL College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / PART

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## CONTENT CA.CC.W. Writing Standards ST AND ARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

MODE
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EXPECTATION / SL.7.2. **SUBSTRAND** 

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

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English	
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

FOUNDATION / **PROFICIENCY** LEVEL

L.7.1.a.

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**PERFORMANC Conventions of Standards English** E STANDARD / MODE **EXPECTATION** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing.

FOUNDATION / **PROFICIENCY LEVEL** 

L.7.2.b. Spell correctly.

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

E STANDARD / MODE	
EXPECTATION L.7.3. Use k	e knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.7.3.a. PROFICIENCY **LEVEL** 

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / **PROFICIENCY** LEVEL

L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**Vocabulary Acquisition and Use** 

**PERFORMANC** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / L.7.6.

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

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### California Content Standards Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

**SUBSTRAND** 

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C

CRA.R.3

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Craft and Structure

**SUBSTRAND** 

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C

CRA.R.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C

CRA.R.5

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating **SUBSTRAND** understanding of the subject under investigation. A-Literacy.C CRA.W.7 EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. SUBSTRAND A-Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and **SUBSTRAND** Aorally. Literacy.C CRA.SL.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .7.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

standards 4-6 for additional expectations.) CA

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### CONTENT CA.CC.W. Writing Standards ST AND ARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### CONTENT CA.CC.L. Language Standards 5T ANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
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EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards ST ANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CONTENT CA.CC.L. Language Standards STANDARD / 7.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / L SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196

## California Content Standards Language Arts Grade 7 - Adopted: 2013

 $\begin{array}{ll} {\sf CONTENT} & {\sf CCSS.EL} \ \ {\sf College} \ \ {\sf and} \ \ {\sf Career} \ \ {\sf Reading} \ \ {\sf STANDARD} \ \ I \\ {\sf A-} \end{array}$ 

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION /	CCSS.EL	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
SUBSTRAND	A-	meanings, and analyze how specific word choices shape meaning or tone.
	Literacy.C	
	CRA.R.4	

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant **SUBSTRAND** and sufficient evidence. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CRA.L.2

### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
FOUNDATION / PROFICIENCY LEVEL	W.7.1.a.	Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.1.b.	Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
FOUNDATION / PROFICIENCY	W.7.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

FOUNDATION / PROFICIENCY LEVEL

LEVEL

 $FOUNDATION \, / \quad W.7.2.b. \quad Develop \, \, the \, topic \, with \, relevant \, facts, \, definitions, \, concrete \, \, details, \, quotations, \, or \, other \, information \, and \, examples.$ 

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION /	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT

#### CA.CC.W. Writing Standards STANDARD / 7. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

# CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Conventions of Standards English
EXPECTATION L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.7.1.a. **PROFICIENCY** LEVEL

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY	L.7.2.b.	Spell correctly.

LEVEL

CONTENT STANDARD / 7. **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards Language Arts Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

	CCRA.W.	
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

Literacy.C CRA.W.1

single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

0

**PERFORMANC** E STANDARD / MODE

Conventions of Standard English

SUBSTRAND

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Literacy.C CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** E STANDARD / MODE

Knowledge of Language

**SUBSTRAND** 

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE

Vocabulary Acquisition and Use

**SUBSTRAND** 

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.L.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRA.L.6

CA.CC.R Reading Standards for Literature

CONTENT STANDARD / **DOMAIN / PART** 

L.7.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

LEVEL

DOMAIN / FART		
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOUNDATION / W.7.2.f. PROFICIENCY LEVEL

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / 7. **DOMAIN / PART** 

SUBSTRAND

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION /	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to

interact and collaborate with others, including linking to and citing sources.

#### CA.CC.W. Writing Standards CONTENT STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 7. **DOMAIN / PART**

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL

FOUNDATION / L.7.2.b. Spell correctly.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

PROFICIENCY redundancy. LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION /	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

PROFICIENCY LEVEL

context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## California Content Standards Language Arts Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy.

MODE

CCRA.R.

PERFORMANC Integration of Knowledge and Ideas E STANDARD /

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

Literacy.C

CRA.W.6

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy.
CCRA.L.

PERFORMANC
E STANDARD /

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND ALiteracy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.2

CRA.L.3

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7.

DOMAIN / PART

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / F SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

## CONTENT CA.CC.W. Writing Standards ST ANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards

CONTENT	CA.CC.SL Speaking	anu	Listening	Stanuarus
STANDARD /	.7.			
<b>DOMAIN / PART</b>				

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

# CONTENT CA.CC.L. Language Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

## CONTENT CA.CC.L. Language Standards 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOLINDATION /	1 72h	Snell correctly

FOUNDATION / L.7.2.b. Spell correctly. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.7.3.a. PROFICIENCY LEVEL

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 7.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## California Content Standards Language Arts Grade 7 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD I A-

DOMAIN / PART Literacy. CCRA.R.

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRA.R.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE	Craft and Structure
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EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices EXPECTATION / for meaning or style, and to comprehend more fully when reading or listening. SUBSTRAND A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7. **DOMAIN / PART** Craft and Structure PERFORMANC E STANDARD / MODE EXPECTATION / RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative SUBSTRAND meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 for additional expectations.) CA CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / DOMAIN / PART **PERFORMANC** Key Ideas and Details E STANDARD / MODE EXPECTATION / RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

SUBSTRAND

drawn from the text.

EXPECTATION / SUBSTRAND	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

### CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

Production and Distribution of Writing

EXPECTATION / SUBSTRAND

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

EXPECTATION / W.7.6. SUBSTRAND

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / **DOMAIN / PART**  **CA.CC.W. Writing Standards** 

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

plagiarism and following a standard format for citation.

CONTENT CA.CC.W. Writing Standards

STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Range of Writing

EXPECTATION / W.7.10. SUBSTRAND

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7.

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION /	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

FOUNDATION / **PROFICIENCY** LEVEL

**DOMAIN / PART** 

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECTATION** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **PROFICIENCY** redundancy I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 7 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE EXPECTATION / L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather SUBSTRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258 California Content Standards Language Arts Grade 7 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

CONTENT

PERFORMANC E STANDARD /	Key Ideas and Details
MODE	

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. Craft and Structure **PERFORMANC** E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** A-Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Αas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Αapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity

E STANDARD / MODE

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details SUBSTRAND Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUBSTRAND

A-Literacy.C CRA.W.9

#### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / DOMAIN / PART	L.7.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	. Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / 7.
DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PROFICIENCY LEVEL

FOUNDATION / W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT CA.CC.W. Writing Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / SUBSTRAND	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CA.CC.W. Writing Standards CONTENT STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION /	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual

PROFICIENCY **LEVEL** 

SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY **LEVEL** 

FOUNDATION / SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PROFICIENCY **LEVEL** 

FOUNDATION / SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT **CA.CC.SL Speaking and Listening Standards** DOMAIN / PART

PERFORMANC Comprehension and Collaboration E STANDARD / MODE

EXPECTATION / SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, SUBSTRAND orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD /

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 7.

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY

LEVEL

**DOMAIN / PART** 

FOUNDATION / L.7.2.b. Spell correctly.

CONTENT CA.CC.L. Language Standards STANDARD / 7.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / 7. **DOMAIN / PART** 

CA.CC.L. Language Standards

context or in a dictionary).

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY

LEVEL

LEVEL

FOUNDATION / L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		California Content Standards  Language Arts  Grade 7 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / ADOMAIN / PART Literacy.
CCRA.R.

Integration of Knowledge and Ideas

PERFORMANC E STANDARD / MODE

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND Athrough the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details SUBSTRAND Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** A-Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3

### CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7. DOMAIN / PART

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.7. DOMAIN / PART

**SUBSTRAND** 

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

## CONTENT CA.CC.W. Writing Standards ST AND ARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

## CONTENT CA.CC.W. Writing Standards STANDARD / 7. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

EXPECTATION / W.7.6. SUBSTRAND

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.W. Writing Standards

PERFORMANC	Research to Build and Present Knowledge
E STANDARD /	

EXPECTATION / W.7.8.

**SUBSTRAND** 

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MODE

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA.CC.W. Writing Standards CONTENT STANDARD / DOMAIN / PART

**PERFORMANC** Range of Writing E STANDARD / MODE

EXPECTATION / W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT CA.CC.L. Language Standards STANDARD / 7. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION L. / SUBSTRAND	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / **PROFICIENCY LEVEL** 

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

L.7.1.a.

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.7.2.b. Spell correctly. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECTATION** L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **PROFICIENCY** redundancy I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 7 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE EXPECTATION / L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather SUBSTRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273 California Content Standards Language Arts Grade 7 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC	Craft and Structure
	orare and otractare
E STANDARD /	
MODE	
WODL	

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W. PERFORMANC **Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. PERFORMANC **Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND A-Literacy.C CRA.W.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L.

**PERFORMANC** 

E STANDARD / MODE Knowledge of Language

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in A-Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART** Craft and Structure **PERFORMANC** E STANDARD / MODE EXPECTATION / RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **SUBSTRAND** technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA CONTENT CA.CC.W. Writing Standards STANDARD / 7. **DOMAIN / PART PERFORMANC Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information / SUBSTRAND through the selection, organization, and analysis of relevant content. FOUNDATION / W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, **PROFICIENCY** using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., **LEVEL** headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA FOUNDATION / W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **PROFICIENCY LEVEL** FOUNDATION / W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **PROFICIENCY** LEVEL CONTENT **CA.CC.W. Writing Standards** STANDARD /

**DOMAIN / PART** 

PERFORMANC	Production and Distribution of Writing	
E STANDARD /		
MODE		

EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 7.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .7.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 7.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT	CA.CC.L.	Language Standards

CONTENT CA.CC.L. Language Standards STANDARD / 7.
DOMAIN / PART

PERFORMANC Vocabulary Acquisition and Use E ST ANDARD / MODE	
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EXPECTATION / L.7.6. SUBSTRAND

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