

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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.

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

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

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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

PERFORMANCE 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 .7.** **Reading Standards for Informational Text**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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.)

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

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

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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 **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
------------------------------------	--	--

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 **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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 **CCSS.EL A-Literacy. CCRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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 .7.**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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.

FOUNDATION / PROFICIENCY LEVEL 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”).

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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.

California Content Standards

Language Arts

Grade 7 - Adopted: 2013

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
------------------------------------	--	--------------------------------

EXPECTATION / SUBSTRAND CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
A-
Literacy.C
CRA.W.3

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
------------------------------------	--	---

EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A-
Literacy.C
CRA.W.4

EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
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 / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
------------------------------------	--	--

EXPECTATION / SUBSTRAND CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.
A-
Literacy.C
CRA.W.9

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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

PERFORMANCE 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**

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 7.**

PERFORMANCE 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
--------------------------------	----------	---

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

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

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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 Speaking and Listening Standards .7.

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

PERFORMANCE 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 Speaking and Listening Standards .7.

PERFORMANCE 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 Speaking and Listening Standards .7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
------------------------------------	--	--

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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
-------------------------	--------------------------------	---

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

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 7.**

PERFORMANCE 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
--------------------------------	----------	---

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

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.

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

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
-------------------------	--------------------------------	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy. CCRA.SL.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy. CCRA.L.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy. CCRA.L.

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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

PERFORMANCE 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 .7.** **Reading Standards for Informational Text**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.

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

PERFORMANCE 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 Speaking and Listening Standards .7.

PERFORMANCE 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 Speaking and Listening Standards .7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.CCRA.W.

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

PERFORMANCE 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 CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language

PERFORMANCE 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 CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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

PERFORMANCE 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 .7.** **Reading Standards for Informational Text**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

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

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.RI .7.	Reading Standards for Informational Text
PERFORMANCE 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 .7.**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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 8 Page 81-92

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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.
-------------------------	------------------------------	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.RI .7.	Reading Standards for Informational Text
PERFORMANCE 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.7.3.	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 .7.**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

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

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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.7.3.	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 .7.**

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards**
7.

PERFORMANCE 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**
7.

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

PERFORMANCE 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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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.
-------------------------	------------------------------	---

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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 .7.**

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

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

PERFORMANCE 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 **CA.CC.W. Writing Standards**
7.

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

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

PERFORMANCE 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 Speaking and Listening Standards**
.7.

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

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
---	------------------------------------	--

PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
---	------------------------------------	--

PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
---	------------------------------------	--

PERFORMANCE 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.
-------------------------	------------------------------	---

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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 .7.**

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

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

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

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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.
-------------------------	--------	--

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE	Range of Writing
------------------------------------	-------------------------

EXPECTATION / 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.
--------------------------------	--------------------------------------	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

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

PERFORMANCE 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 .7.

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

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

PERFORMANCE 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 CA.CC.W. Writing Standards 7.

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

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

PERFORMANCE 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 Speaking and Listening Standards 7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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 Speaking and Listening Standards .7.

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

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards**
7.

PERFORMANCE 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 Speaking and Listening Standards**
7.

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards**
7.

PERFORMANCE 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 7.**

PERFORMANCE 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 15 Page 155-163

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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.6	Assess how point of view or purpose shapes the content and style of a text.
-------------------------	------------------------------	---

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
----------------------------------	---------------------------------------	---

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
----------------------------------	---------------------------------------	---

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
----------------------------------	---------------------------------------	---

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
----------------------------------	---------------------------------------	---

PERFORMANCE STANDARD / MODE		Range of Writing
-----------------------------	--	------------------

EXPECTATION / 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.
-------------------------	--------------------------------------	---

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

PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
----------------------------------	----------------------------	--

PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
----------------------------------	----------------------------	--

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

PERFORMANCE 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.7.3.	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 Reading Standards for Literature L.7.**

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 7.**

PERFORMANCE 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

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

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards**
7.

PERFORMANCE 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**
7.

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

PERFORMANCE 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 8: FORMAL ESSAY MODELS Week 16 Page 165-180

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE	Range of Writing
-----------------------------	------------------

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	--------------------------------	---

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

PERFORMANCE 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.
-------------------------	--------------------------------	--

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

PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.RI.7.	Reading Standards for Informational Text
PERFORMANCE 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.7.	Reading Standards for Informational Text

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

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

PERFORMANCE 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 CA.CC.W. Writing Standards 7.

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

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

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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 8: FORMAL ESSAY MODELS Week 17 Page 181-186

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Range of Writing
------------------------------------	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration
------------------------------------	--

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 STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANCE 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
PERFORMANCE 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 .7.**

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

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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 Speaking and Listening Standards 7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

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

PERFORMANCE 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 8: FORMAL ESSAY MODELS Week 18 Page 187-196

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

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

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
------------------------------------	--	--------------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-------------------------	--	---

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
---	---	--

PERFORMANCE 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.
-------------------------	--	---

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

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
-------------------------	---	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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 .7.**

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

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

PERFORMANCE 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 LEVEL W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

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

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

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

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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.

PERFORMANCE 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 CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE 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 CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE 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 CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE 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 CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing

PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
----------------------------------	----------------------------	---

PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
----------------------------------	----------------------------	---

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.W.1
0

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

PERFORMANCE STANDARD / MODE		Conventions of Standard English
------------------------------------	--	--

EXPECTATION / SUBSTRAND **CCSS.EL** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A-
Literacy.C
CRA.L.2

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

PERFORMANCE STANDARD / MODE		Knowledge of Language
------------------------------------	--	------------------------------

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.L.3

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

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
------------------------------------	--	---------------------------------------

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.L.4

EXPECTATION / SUBSTRAND **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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
A-
Literacy.C
CRA.L.6

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

PERFORMANCE 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 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 Reading Standards for Informational Text .7.**

PERFORMANCE 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 .7.**

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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 8: FORMAL ESSAY MODELS Week 20 Page 227-234

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

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

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE 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 CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
-------------------------	---	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A- Literacy. CCRA.L.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE STANDARD / MODE **Craft and Structure**

EXPECTATION / SUBSTRAND RL.7.4. CA 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .7.**

PERFORMANCE 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 .7.**

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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 Speaking and Listening Standards**
.7.

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards**
7.

PERFORMANCE 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**
7.

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

PERFORMANCE 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 8: FORMAL ESSAY MODELS Week 21 Page 241-258

California Content Standards
Language Arts
Grade 7 - Adopted: 2013

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A- Literacy.
CCRA.R.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
-------------------------	-------------------------------	---

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

PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 STANDARD / DOMAIN / PART	CA.CC.R L.7.	Reading Standards for Literature
PERFORMANCE 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
PERFORMANCE 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 .7.**

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards**
7.

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

PERFORMANCE 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 Speaking and Listening Standards**
7.

PERFORMANCE 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.L. Language Standards**
7.

PERFORMANCE 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**
7.

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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.

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

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE 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.
-------------------------	--	--

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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
------------------------------------	--	--

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 **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
--------------------------------	--------------------------------------	---

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

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

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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 Speaking and Listening Standards .7.

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

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.

PERFORMANCE 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 7.

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

PERFORMANCE 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.

California Content Standards

Language Arts

Grade 7 - Adopted: 2013

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

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

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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.
-------------------------	------------------------------	--

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 **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
------------------------------------	--	--

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 **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
------------------------------------	--	-------------------------

EXPECTATION / 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.
-------------------------	--------------------------------	---

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

PERFORMANCE 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 **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 Reading Standards for Literature L.7.**

PERFORMANCE 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 7.**

PERFORMANCE 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. Writing Standards 7.**

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

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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. Writing Standards 7.

PERFORMANCE 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 Speaking and Listening Standards .7.

PERFORMANCE 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.L. Language Standards 7.

PERFORMANCE 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 7.

PERFORMANCE 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. Language Standards 7.**

PERFORMANCE 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 7.**

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

PERFORMANCE 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.

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

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

PERFORMANCE 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / 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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE 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 **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
------------------------------------	--	---------------------------------------

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

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

PERFORMANCE 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 **CA.CC.W. Writing Standards 7.**

PERFORMANCE 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.)
-------------------------	--------	--

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

PERFORMANCE 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. Writing Standards 7.**

PERFORMANCE 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 Speaking and Listening Standards .7.**

PERFORMANCE 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.L. Language Standards 7.**

PERFORMANCE 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 7.**

PERFORMANCE 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.
----------------------------	--------	--