Main Criteria: Structure and Style for Students Secondary Criteria: Connecticut State Standards

> Subject: Language Arts Grade: 7

Structure and Style for Students

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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN /

CT.CC.RI Reading Standards for Informational Text

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

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

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STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards

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STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

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STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
		Treating and content, choosing hexibly from a range of strategies.
INDICATOR	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.
INDICATOR	L.7.4(a) L.7.4(d)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
	L.7.4(d)	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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
INDICATOR DOMAIN / CONTENT	L.7.4(d)	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. 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).

CT.CC.RI Reading Standards for Informational Text .7.

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

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

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STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE FRAMEWORK

GRADE LEVEL EXPECTATION

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

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W.7.2(a) Introduce a topic 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

INDICATOR W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

INDICATOR W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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

GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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").
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECT ATION	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.
		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
EXPECT ATION		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

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

DOMAIN / CT.CC.S Speaking and Listening Standards CONTENT L.7.
STANDARD

INDICATOR

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE		Vocabulary Acquisition and Use
FRAMEWORK		

INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44
		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
CONTENT		Reading Standards for Literature Key Ideas and Details
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	L.7.	Key Ideas and Details Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	L.7.	Key Ideas and Details Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	RL.7.1. RL.7.2. RL.7.3.	Key Ideas and Details Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

DOMAIN /
CONTENT
STANDARD

CT.CC.R Reading Standards for Literature L.7.

STATE	Range of Reading and Level of Text Complexity
FRAMEWORK	

GRADE LEVEL EXPECTATION RL.7.10.

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

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

7.

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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52
		Connecticut State Standards
		Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL	RL.7
EXPECTATION	

7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOMAIN / CONTENT **STANDARD**

CT.CC.R Reading Standards for Literature L.7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

DOMAIN / CONTENT **STANDARD**

EXPECTATION

CT.CC.R Reading Standards for Literature L.7.

Range of Reading and Level of Text Complexity

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

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

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL	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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards L.7.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 7.

STATE FRAMEWORK

Conventions of Standard English

GRADE LEVEL EXPECTATION

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT	CT.CC.L. 7.	Language Standards

STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

CT.CC.RI Reading Standards for Informational Text .7.

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

DOMAIN / CONTENT STANDARD

$\ensuremath{\mathsf{CT.CC.RI}}$ Reading Standards for Informational Text .7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD

7.

CT.CC.W. Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD $\operatorname{CT.CC.SL}$ Speaking and Listening Standards .7.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1(c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

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

and ideas that bring the discussion back on topic as needed.

DOMAIN / CONTENT STANDARD

INDICATOR

CT.CC.S Speaking and Listening Standards L.7.

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

CT.CC.S Speaking and Listening Standards L.7.

STANDARD		
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR 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.

INDICATOR	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).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70
DOMAIN /	CT 00 5:	Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	.7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN /	CT.CC.W. Writing	Standards
CONTENT	7.	
STANDARD		

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.

INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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

DOMAIN / CONT STANDARD

$\ensuremath{\mathsf{CT.CC.SL}}$ Speaking and Listening Standards .7.

TENT	.7
NDARD	

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.

INDICATOR	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).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80
		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	7.
STANDARD	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W 7 2(a)	Introduce a topic clearly, proviousing what is to follow, organize ideas, concents, and information, using strategies

W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies INDICATOR 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.

INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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

DOMAIN / CONT STANDARD

$\ensuremath{\mathsf{CT.CC.SL}}$ Speaking and Listening Standards .7.

TENT	.7
NDARD	

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.

INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	. Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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), graphi (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

CT.CC.W. Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards L.7.

STATE FRAMEWORK

Comprehension and Collaboration

GRADE LEVEL 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.

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

STATE

FRAMEWORK

CT.CC.L. Language Standards 7.

Conventions of Standard English

GRADE LEVEL L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing.

INDICATOR Spell correctly. L.7.2(b)

DOMAIN / CONTENT CT.CC.L. Language Standards

STANDARD

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

DOMAIN / CONTENT **STANDARD**

7.

CT.CC.L. Language Standards

STATE **Vocabulary Acquisition and Use FRAMEWORK GRADE LEVEL** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 7 reading and content, choosing flexibly from a range of strategies. **INDICATOR** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a L.7.4(a) clue to the meaning of a word or phrase.

INDICATOR 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).

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards 7.

STATE **Vocabulary Acquisition and Use FRAMEWORK**

GRADE LEVEL 1.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **EXPECTATION** vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT

.7.

CT.CC.RI Reading Standards for Informational Text

STANDARD

Key Ideas and Details

STATE **FRAMEWORK**

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CT.CC.RI Reading Standards for Informational Text

CONTENT	.7.		
STANDARD			

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT

CT.CC.W. Writing Standards

7. STANDARD

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE	Research to Build and Present Knowledge
FRAMEWORK	

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.7.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FRAMEWORK GRADE LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECTATION	L.7.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.1(a) CT.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD	L.7.1(a) CT.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.1(a) CT.CC.L. 7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.7.1(a) CT.CC.L. 7. L.7.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.1(a) CT.CC.L. 7. L.7.2(b) CT.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE STANDARD	L.7.1(a) CT.CC.L. 7. L.7.2(b) CT.CC.L. 7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

DOMAIN / CT.CC.L. Language Standards 7. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).

CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

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

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text .7.

TATE	Croft and	Ctructur

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CT.CC.RI Reading Standards for Informational Text .7.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

DOMAIN / CONTENT STANDARD

INDICATOR

CT.CC.W. Writing Standards

7.

W.7.2(d)

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

DOMAIN / CONTENT

CT.CC.W. Writing Standards

STANDARD

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

Range of Writing

STATE
FRAMEWORK

GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .7.	. Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .7.

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

DOMAIN / CONTENT STANDARD

.7.

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	
INDICATOR	W.7.2(b)	(e.g., charts, tables), and multimedia when useful to aiding comprehension.
	W.7.2(d)	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR DOMAIN / CONTENT	W.7.2(d)	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR DOMAIN / CONTENT STANDARD	W.7.2(d)	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.7.2(d) CT.CC.W. 7.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR DOMAIN I CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	W.7.2(d) CT.CC.W. 7. W.7.4.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing 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.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.7.2(d) CT.CC.W. 7. W.7.4. W.7.6.	(e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing 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.) 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.

Conduct short research projects to answer a question, drawing on several sources and generating additional related,

focused questions for further research and investigation.

GRADE LEVEL W.7.7.

EXPECTATION

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / CT.CC.L. Language Standards 7. STANDARD

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION		
	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.
INDICATOR	L.7.4. L.7.4(a)	
		7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
INDICATOR	L.7.4(a) L.7.4(d)	7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
INDICATOR INDICATOR DOMAIN / CONTENT	L.7.4(a) L.7.4(d) CT.CC.L. 7.	Treading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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).

Connecticut State Standards Language Arts

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

STATE Key Ideas and Details FRAMEWORK

GRADE LEVEL 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.

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

CT.CC.RI Reading Standards for Informational Text .7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.7.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE
FRAMEWORK

GRADE LEVEL
EXPECTATION

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

W.7.2(a) Introduce a topic 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.

INDICATOR W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

Production and Distribution of Writing

GRADE LEVEL EXPECTATION

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL 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.

STATE

FRAMEWORK

GRADE LEVEL

Conduct short research projects to answer a question, drawing on several sources and generating additional related,

EXPECTATION focused questions for further research and investigation.

Research to Build and Present Knowledge

GRADE LEVEL 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.

DOMAIN / CT.CC.W. Writing Standards
CONTENT 7.
STANDARD

W.7.7.

STATE
FRAMEWORK

Range of Writing

GRADE LEVEL
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.

DOMAIN / CT.CC.S Speaking and Listening Standards L.7.
STANDARD

STATE FRAMEWORK

Comprehension and Collaboration

GRADE LEVEL 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.

DOMAIN / CT.CC.L. Language Standards
CONTENT 7.
STANDARD

STATE
FRAMEWORK

Conventions of Standard English

GRADE LEVEL
EXPECTATION

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / CT.CC.L. Language Standards
CONTENT 7.
STANDARD

STATE
FRAMEWORK

Conventions of Standard English
GRADE LEVEL
EXPECTATION

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2(b) Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 7. STANDARD

STATE Knowledge of Language FRAMEWORK

GRADE LEVEL EXPECTATION		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards Language Arts

Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

7.

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

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

INDICATOR 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.

DOMAIN / CONTENT **STANDARD**

CT.CC.S Speaking and Listening Standards L.7.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

7.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Connecticut State Standards

Connecticut State Standards Language Arts

Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 7.

ARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Connecticut State Standards
		Language Arts
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Grade 7 - Adopted: 2010 Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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

STATE FRAMEWORK	Craft and Structure		
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GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CT.CC.R Reading Standards for Literature

Text Types and Purposes

L.7.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD

INDICATOR

STATE

CT.CC.W. Writing Standards 7.

to develop real or imagined experiences or events using effective technique, relevant ails, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or

INDICATOR W.7.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

characters; organize an event sequence that unfolds naturally and logically.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

characters.

W.7.3(a)

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

DOMAIN / CONTENT STANDARD

7.

CT.CC.W. Writing Standards

STATE Research to Build and Present Knowledge FRAMEWORK

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INIDIOATOD	1.70(-)	

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

INDICATOR

L.7.3(a)

redundancy.

DOMAIN /
CONTENT
STANDARD

CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN /

CT.CC.RI Reading Standards for Informational Text

CONTENT	
STANDARD	

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

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

		7

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GRADE LEVEL

EXPECTATION

W.7.8.

CT.CC.RI Reading Standards for Informational Text .7.

STANDARD		
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
CONTENT		Writing Standards Production and Distribution of Writing
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	7.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	7. W.7.4.	Production and Distribution of Writing 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.) 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
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.7.4. W.7.5.	Production and Distribution of Writing 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.) 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. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.7.4.W.7.5.W.7.6.	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.) 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. 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.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

plagiarism and following a standard format for citation.

credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards

7.

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

DOMAIN / CONTENT **STANDARD**

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / CONTENT **STANDARD**

CT.CC.S Speaking and Listening Standards

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

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

STATE **Conventions of Standard English** FRAMEWORK **GRADE LEVEL** L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** speaking.

INDICATOR L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text

STATE FRAMEWORK

Key Ideas and Details

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

CT.CC.RI Reading Standards for Informational Text .7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.7.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK	Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN / CONTENT ST ANDARD	CT.CC.W 7.	7. Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 7.	7. Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
CDADE LEVE	CL 7.0	

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

DOMAIN /	CT.CC.L. Language Standards
CONTENT	7.
STANDARD	

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 7.

STATE FRAMEWORK	Conventions of Standard English	
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GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CT.CC.RI Reading Standards for Informational Text

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

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.7.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

W.7.2(b)

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

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.7.

STATE	Comprehension and O	Collaboration
FRAMEWORK	·	

GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
	L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
FRAMEWORK GRADE LEVEL	L.7.3.	
GRADE LEVEL EXPECTATION	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR	L.7.3(a) CT.CC.L. 7. L.7.4. L.7.4(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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.

GRADE LEVEL 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 19 Page 197-226

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK	Key Ideas and Details

GRADE LEVEL 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.

GRADE LEVEL 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.

GRADE LEVEL 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).

DOMAIN /
CONTENT
STANDARD

STATE

CT.CC.RI Reading Standards for Informational Text

Craft and Structure

GRADE LEVEL 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.

GRADE LEVEL RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 7.

STATE
FRAMEWORK

GRADE LEVEL
EXPECTATION

Text Types and Purposes

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

INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION

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.

GRADE LEVEL EXPECTATION

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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

TENT 7.

L.7.

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

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

Comprehension and Collaboration

STATE
FRAMEWORK

GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	anguage Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.7.2(b)	Spell correctly.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
	L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.	
FRAMEWORK GRADE LEVEL	L.7.3.		
GRADE LEVEL EXPECTATION	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards	
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR	L.7.3(a) CT.CC.L. 7. L.7.4. L.7.4(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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.	

GRADE LEVEL 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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

FRAMEWORK

STATE

CT.CC.RI Reading Standards for Informational Text

Key Ideas and Details

GRADE LEVEL 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.

GRADE LEVEL 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.

GRADE LEVEL 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).

DOMAIN /
CONTENT
STANDARD

STATE

FRAMEWORK

CT.CC.RI Reading Standards for Informational Text

Craft and Structure

GRADE LEVEL 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.

GRADE LEVEL RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

STATE
FRAMEWORK

GRADE LEVEL
EXPECTATION

Text Types and Purposes

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

INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION

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.

GRADE LEVEL 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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

STATE
FRAMEWORK

Range of Writing

GRADE LEVEL
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.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

Comprehension and Collaboration

STATE FRAMEWORK

GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	anguage Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.7.2(b)	Spell correctly.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
	L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.	
FRAMEWORK GRADE LEVEL	L.7.3.		
GRADE LEVEL EXPECTATION	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards	
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a	
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR	L.7.3(a) CT.CC.L. 7. L.7.4. L.7.4(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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.	

GRADE LEVEL 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

Connecticut State Standards Language Arts Grade 7 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

TENT L.7.

Craft and Structure

GRADE LEVEL EXPECTATION

Craft and Structure

Craft and Structure

Craft and Structure

Craft and Structure

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.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

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

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK

GRADE LEVEL EXPECTATION

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.

GRADE LEVEL RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CT.CC.W. Writing Standards 7.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION

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.

GRADE LEVEL 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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 7.

STATE
FRAMEWORK

Range of Writing

GRADE LEVEL
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.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

Comprehension and Collaboration

STATE FRAMEWORK

GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
	L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
FRAMEWORK GRADE LEVEL	L.7.3.	
GRADE LEVEL EXPECTATION	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.7.3(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.7.3(a) CT.CC.L. 7.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR	L.7.3(a) CT.CC.L. 7. L.7.4. L.7.4(a)	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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.

GRADE LEVEL EXPECTATION

L.7.6.

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

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DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.7.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

L.7.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

L.7.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK	Text Types and Purposes	
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CT.CC.W. Writing Standards 7.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

7.

STATE Range of Writing FRAMEWORK

GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN / CT.CC.L. Language Standards 7. STANDARD

L.7.2(b) Spell correctly.

INDICATOR

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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.
INDICATOR	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).

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

STATE Craft and Structure FRAMEWORK

DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	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.
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
STATE FRAMEWORK		Text Types and Purposes
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(a)	Introduce a topic 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.
GRADE LEVEL EXPECT ATION	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.
STATE FRAMEWORK		Text Types and Purposes
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
DOMAIN / CONTENT STANDARD	CT.CC.R L.7.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
GRADE LEVEL EXPECTATION	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.

STATE FRAMEWORK **Production and Distribution of Writing**

GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN /	CT.CC.W	/. Writing Standards

CONTENT STANDARD

7.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT **STANDARD**

CT.CC.S Speaking and Listening Standards

L.7.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

7.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.7.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273
		Connecticut State Standards Language Arts Grade 7 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .7.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.

STATE FRAMEWORK	Text T	ypes and Purposes		

CT.CC.W. Writing Standards 7.

GRADE LEVEL EXPECT ATION	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.
INDICATOR	W.7.2(a)	Introduce a topic 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.
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 7.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.7.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CT.CC.L. Language Standards 7.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

DOMAIN / CT.CC.L. Language Standards 7. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.