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 / 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	**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	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.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.SL.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 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.

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.7.2.	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 .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.
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. 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
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		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 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.SL.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(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
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 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.
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 L.7.	Reading Standards for Literature
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. 7.**	**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. 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.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.SL.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.SL.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.
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 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.
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 L.7.	Reading Standards for Literature

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. 7.	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. 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.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.

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.

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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	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	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. 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.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.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(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.

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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.7.2.	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 .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.
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. 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
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.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.SL.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.

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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.7.2.	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 .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.
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. 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

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.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.SL.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.

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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. 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

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 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.

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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. 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**
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 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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

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.7.2.	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 .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.
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 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	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.7.6.	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.7.7.	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 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.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.SL.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.

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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.7.2.	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 .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.
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 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	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.7.6.	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.7.7.	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.	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 / 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.

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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.7.2.	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 .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.
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 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**
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 STANDARD	CT.CC.W. 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.	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.
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 7: INVENTIVE WRITING Week 13 Page 141-148

Connecticut State Standards
Language Arts
Grade **7** - Adopted: **2010**

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.
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.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(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.SL.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.7.6.	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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Grade **7** - Adopted: **2010**

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.
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 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.7.6.	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
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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.
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 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.
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.RL.7.	Reading Standards for Literature
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.7.	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.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.SL.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.

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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.7.2.	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 .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.
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 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	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.7.7.	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.	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 / 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.

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Connecticut State Standards
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DOMAIN / CONTENT STANDARD	**CT.CC.RL.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).
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.
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 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.7.7.	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.	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.
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.7.5.	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.

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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).

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

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.7.7.	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.	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.**
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. |

Connecticut State Standards
Language Arts
Grade **7** - Adopted: **2010**

| DOMAIN / CONTENT STANDARD | CT.CC.RL.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).

| 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. |
| 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.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.
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.7.7.	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.	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.**
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.

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).

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.
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. 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.
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.7.7.	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.	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.**

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. |

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).

| 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. |
| 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. 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.
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.7.7.	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.	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.
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. |

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.
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 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.
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 L.7.	Reading Standards for Literature
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. 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.
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		**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.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.SL.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.

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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.
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 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.
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 L.7.	Reading Standards for Literature

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. 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.
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		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. 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 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.

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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.

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
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.SL.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		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.