Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 7

Structure and Style for Students

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DC.CC.7. Reading Standards for Informational Text

STRAND / **DISCIPLINE**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / STRAND / DISCIPLINE

RI.

DC.CC.7. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Writing Standards

STANDARD /
ESSENTIAL
SKILL

Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SKILL

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
CTUDENT	7.01.0	

STUDENT EXPECTATION / ESSENTIAL SKILL 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / STRAND / DISCIPLINE

L.

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

DC.CC.7. Language Standards

context or in a dictionary).

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

STANDARD / ESSENTIAL SKILL	Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL

7.RI.1.

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

7.RI.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.
7.Rl.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).
DC.CC.7. RI.	Reading Standards for Informational Text
	Craft and Structure
7.Rl.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.
7.RI.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.
DC.CC.7. W.	Writing Standards
	Writing Standards Text Types and Purposes
W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
7.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
7.W.2. 7.W.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
7.W.2.a. 7.W.2.b. 7.W.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	7.Rl.3. DC.CC.7. Rl. 7.Rl.4.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.

DC.CC.7. Writing Standards

W.

STANDARD / ESSENTIAL

SKILL

Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.8.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION

7.W.9.b.

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

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL

DC.CC.7. Writing Standards

W.

STANDARD /

	Range	of	Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.10.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Speaking and Listening Standards

SI.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards

STANDARD / ESSENTIAL SKILL

Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

7.L.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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DC.CC.7. Reading Standards for Literature

RL.

STRAND / **DISCIPLINE**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Reading Standards for Literature

RL.

STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL** SKILL

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text STUDENT 7.RL.10. EXPECTATION / complexity band proficiently, with scaffolding as needed at the high end of the range. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL STUDENT** 7.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant **EXPECTATION** descriptive details, and well-structured event sequences. / ESSENTIAL SKILL **EXPECTATION** 7.W.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. **EXPECTATION** 7.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. DC.CC.7. Writing Standards CONTENT STANDARD / W. STRAND / DISCIPLINE STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL STUDENT** 7.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL **STUDENT** 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXPECTATION / revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been **ESSENTIAL** addressed. SKILL STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 7.W.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.

EXPECTATION /

ESSENTIAL

SKILL

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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).

DC.CC.7. Language Standards

STANDARD
ESSENTIAL
SKILL

Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL

7.L.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

Washington DC Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.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.
EXPECTATION	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD /		Production and Distribution of Writing
ESSENTIAL SKILL		

ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	7.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.2. 7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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).

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL DC.CC.7. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION /	7.RI.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).

ESSENTIAL

SKILL

addressed.

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION /	7.W.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

STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECT ATION** with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing / ESSENTIAL their own clearly. **SKILL EXPECTATION** 7.SL.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. **EXPECTATION** 7.SL.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **EXPECTATION** 7.SL.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION

DC.CC.7. Speaking and Listening Standards

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

7.SL.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	7.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.1. 7.L.1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	7.L.1.a. DC.CC.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.L.1.a. DC.CC.7. L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.1.a. DC.CC.7. L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

STANDARD / Key Ideas and Details ESSENTIAL

7.RI.1.

STUDENT EXPECTATION / ESSENTIAL SKILL

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

7.RI.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.
7.Rl.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).
DC.CC.7. RI.	Reading Standards for Informational Text
	Craft and Structure
7.Rl.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.
7.RI.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.
DC.CC.7. W.	Writing Standards
	Writing Standards Text Types and Purposes
W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
7.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
7.W.2. 7.W.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
7.W.2.a. 7.W.2.b. 7.W.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	7.Rl.3. DC.CC.7. Rl. 7.Rl.4.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.

DC.CC.7. Writing Standards

STANDARD / **ESSENTIAL SKILL**

Research to Build and Present Knowledge

STUDENT EXPECTATION / **ESSENTIAL** SKILL

7.W.8.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Writing Standards

W.

I

Range of Writing

STUDENT EXPECTATION / **ESSENTIAL** SKILL

7.W.10.

SL.

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

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Speaking and Listening Standards

STANDARD / **ESSENTIAL SKILL**

Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL **SKILL**

7.SL.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.

EXPECTATION

7.SI 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.

EXPECTATION

7.SL.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

EXPECTATION 7.L.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL	7.Rl.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).

ESSENTIAL

SKILL

addressed.

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

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION /	7.W.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

STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECT ATION** with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing / ESSENTIAL their own clearly. **SKILL EXPECTATION** 7.SL.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. **EXPECTATION** 7.SL.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **EXPECTATION** 7.SL.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION

DC.CC.7. Speaking and Listening Standards

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

7.SL.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD /		Comprehension and Collaboration
ESSENTIAL SKILL		Comprehension and Conaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT	DO 00 7	
STANDARD / STRAND / DISCIPLINE	L.	Language Standards
STRAND /		Vocabulary Acquisition and Use

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

ESSENTIAL

DC.CC.7. Reading Standards for Informational Text

Key Ideas and Details

STUDENT 7.Rl.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / drawn from the text.

ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL 7.RI.3.

7.RI.4.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text RI.

STANDARD / Craft and Structure
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

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.

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Writing Standards W.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.

DC.CC.7. Writing Standards

W.		

STANDARD	I
ESSENTIAL	
SKILL	

Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.10.

SL.

7.SL.2.

L.

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

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL DC.CC.7. Speaking and Listening Standards

Comprehension	and	Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 7.L.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 7.L.2.b. Spell correctly.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards

STANDARD / ESSENTIAL	Knowledge of Language
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text RI.

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT 7.RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or EXPECTATION / events, or how individuals influence ideas or events). **ESSENTIAL** SKILL CONTENT DC.CC.7. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / Craft and Structure **ESSENTIAL SKILL STUDENT** 7.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and EXPECTATION / technical meanings; analyze the impact of a specific word choice on meaning and tone. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECT ATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL SKILL **EXPECTATION** 7.W.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. **EXPECTATION** 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** 7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, STUDENT 7.W.4. EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL STUDENT 7.W.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

EXPECTATION /

ESSENTIAL SKILL addressed.

STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL** STUDENT 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.7. Writing Standards STANDARD / STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL STUDENT** 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, EXPECTATION / orally) and explain how the ideas clarify a topic, text, or issue under study. **ESSENTIAL** SKILL CONTENT DC.CC.7. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / **Conventions of Standard English ESSENTIAL SKILL STUDENT** 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** speaking.

EXPECTATION 7.L.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

/ ESSENTIAL SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 7.L.2.b. Spell correctly.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECT ATION / ESSENTIAL SKILL	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 7.L.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

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

STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION /	7.RI.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.

ESSENTIAL SKILL

SKILL

DC.CC.7. Reading Standards for Informational Text

CONTENT STANDARD / RI. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	7.RI.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.

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W.

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ND /		
PLINE		

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STUDENT	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 7.L.2.b. Spell correctly.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **EXPECTATION** 7.L.3.a. redundancy.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

EXPECTATION / **ESSENTIAL** SKILL

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

Washington DC Academic Standards Language Arts

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CONTENT STANDARD / STRAND / **DISCIPLINE**

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL	7.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by

EXPECTATION / ESSENTIAL SKILL

emphasizing different evidence or advancing different interpretations of facts.

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W.

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PLINE		

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STUDENT	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Writing Standards

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 7.L.2.b. Spell correctly.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **EXPECTATION** 7.L.3.a. redundancy.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

EXPECTATION / **ESSENTIAL** SKILL

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

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CONTENT STANDARD / STRAND / **DISCIPLINE**

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL	7.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by

EXPECTATION / ESSENTIAL SKILL

emphasizing different evidence or advancing different interpretations of facts.

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W.

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STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STUDENT	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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
		Washington DC Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION

EXPECTATION 7.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL STUDENT** 7.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL STUDENT 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXPECTATION / revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **ESSENTIAL** SKILL STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the STUDENT 7.W.8 EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / Range of Writing **ESSENTIAL** SKILL 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STUDENT EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / **DISCIPLINE** STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL**

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 7.L.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT DC.CC.7. Language Standards STANDARD / STRAND / **DISCIPLINE**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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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Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / STRAND / **DISCIPLINE**

STANDARD **ESSENTIAL SKILL**

DC.CC.7. Writing Standards W.

01	Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL

7.W.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.)

STANDARD / STANDARD / ESSENTIAL TWILD Writing Standards STUDENT TANDARD / ESSENTIAL STUDENT TANDARD / ESSENTIAL TOUR PROPOSE STANDARD / ESSENTIAL STUDENT TANDARD / ESSENTIAL STANDARD / ESSENTIAL			
Interact and collaborate with others, including linking to and citing sources. ESSENTIAL SKILL DC.CC.7. Writing Standards W. STANDARD / ESSENTIAL T.W.B. 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. STANDARD / ESSENTIAL STANDARD / STRAND / STANDARD / STAN	EXPECTATION / ESSENTIAL	7.W.5.	revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been
STANDARD / STANDARD / ESSENTIAL SKILL T.W.B. 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. STANDARD / ESSENTIAL STANDARD / ESSENTIAL SKILL T.W.D. 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. STANDARD / ESSENTIAL SKILL DC.CC.7. Speaking and Listening Standards STANDARD / ESSENTIAL SKILL CONTENT STANDARD / ESSENTIAL SKILL	EXPECTATION / ESSENTIAL	7.W.6.	
ESENTIAL SKILL TAWABARD / BASENTIAL SKILL CONTENT STANDARD / BASENTIAL SKILL	CONTENT STANDARD / STRAND / DISCIPLINE		Writing Standards
CONTENT STANDARD / ESSENTIAL SKILL CONTENT STANDARD / ESSENTIAL STRAND / DISCIPLINE STANDARD / ESSENTIAL	ESSENTIAL		Research to Build and Present Knowledge
STANDARD / BSSENTIAL SKILL STANDARD / BSSENTIAL STANDARD / STRAND / DISCIPLINE STANDARD / BSSENTIAL SKILL STUDENT FARSON / SINGLE SITTING OF A CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / STANDARD / STRAND / STRAND / DISCIPLINE STANDARD / STANDARD / STRAND / STRA	EXPECTATION / ESSENTIAL	7.W.8.	credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
STUDENT TO A NAME OF THE PROPERTY OF THE PROPE	CONTENT STANDARD / STRAND / DISCIPLINE		Writing Standards
EXPECTATION / ESSENTIAL SKILL CONTENT ST ANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL CONTENT ST ANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL CONTENT ST ANDARD / ESSENTIAL SKILL CONVENTIAL SKI	ESSENTIAL		Range of Writing
STANDARD / BSSENTIAL SKILL STUDENT 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CONTENT STANDARD / BSTRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL CONVENT STANDARD / ESSENTIAL SKILL CONVENT STANDARD / ESSENTIAL SKILL CONVENT STANDARD / ESSENTIAL SKILL CONVENTIAL SKILL CONVENTIAL SKILL CONVENTIONS of Standard English	EXPECTATION / ESSENTIAL	7.W.10.	
STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / DISCIPLINE T.SL.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. DC.CC.7. Language Standards L. Conventions of Standard English Conventions of Standard English	CONTENT STANDARD / STRAND / DISCIPLINE		Speaking and Listening Standards
EXPECTATION / orally) and explain how the ideas clarify a topic, text, or issue under study. ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL COnventions of Standard English	ESSENTIAL		Comprehension and Collaboration
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL Conventions of Standard English	EXPECTATION / ESSENTIAL	7.SL.2.	
ESSENTIAL SKILL	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
	ESSENTIAL		Conventions of Standard English
STUDENT 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I ESSENTIAL SKILL	/ ESSENTIAL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Washington DC Academic Standards
		Language Arts
		Crede 7. Adopted: 2010

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Literature RL.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.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.
EXPECTATION	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

DC.CC.7. Writing Standards W.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.

EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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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Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text

STANDARD / Key Ideas and Details ESSENTIAL SKILL

7.RI.1.

7.RI.2.

7.RI.3.

STUDENT EXPECTATION / ESSENTIAL SKILL

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

STUDENT EXPECTATION / ESSENTIAL SKILL 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.

STUDENT EXPECTATION / ESSENTIAL SKILL Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text

RI.

7.RI.4.

STANDARD / Craft and Structure
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

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.

STUDENT 7.RI.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and EXPECTATION / to the development of the ideas. **ESSENTIAL** SKILL CONTENT DC.CC.7. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / Integration of Knowledge and Ideas **ESSENTIAL SKILL STUDENT** 7.RI.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by EXPECTATION / emphasizing different evidence or advancing different interpretations of facts. **ESSENTIAL SKILL** CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECT ATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL SKILL **EXPECTATION** 7.W.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. **EXPECTATION** 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** 7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE **Production and Distribution of Writing** STANDARD / **ESSENTIAL SKILL** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, STUDENT 7.W.4. EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL

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

STUDENT

ESSENTIAL SKILL

EXPECTATION /

7.W.5

addressed.

STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / interact and collaborate with others, including linking to and citing sources. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 7.W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, EXPECTATION / focused questions for further research and investigation. **ESSENTIAL** SKILL **STUDENT** 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. **SKILL** CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL SKILL** CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECT ATION** with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing / ESSENTIAL their own clearly. SKILL **EXPECTATION** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation 7.SL.1.a. by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **EXPECTATION** 7.SL.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION 7.SL.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

EXPECTATION

7.SL.1.c.

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	7.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.2. 7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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).

DC.CC.7. Language Standards

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text RI.

ST ANDARD / ESSENTIAL SKILL	Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL 7.RI.1.

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

STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions for further research and investigation.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, numbers, and audiences

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

EXPECTATION /

ESSENTIAL SKILL

DC.CC.7. Speaking and Listening Standards SL.

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

redundancy.

7.L.3.a.

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	7.L.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT 7.L.6. EXPECTATION / **ESSENTIAL** SKILL

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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Washington DC Academic Standards Language Arts

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CONTENT STANDARD / STRAND / **DISCIPLINE**

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

STANDARD / ESSENTIAL	Key Ideas and Details
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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).

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

STUDENT 7.RI.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. ESSENTIAL SKILL	STANDARD / ESSENTIAL SKILL		Craft and Structure
	EXPECTATION / ESSENTIAL	7.Rl.4.	

STUDENT EXPECTATION / ESSENTIAL SKILL 7.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL	Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION 7.W.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

EXPECTATION	7.W.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	7.W.1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
EXPECTATION	7.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

DC.CC.7. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

EXPECTATION 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / STRAND / DISCIPLINE

W.

DC.CC.7. Writing Standards

STANDARD / ESSENTIAL SKILL

Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL

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.)

STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.5.

7.W.4.

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.

STUDENT EXPECTATION / ESSENTIAL SKILL 7.W.6.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards

W.

STANDARD	ı
ESSENTIAL	
SKILL	

Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL

7.W.7.

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

STUDENT 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. **SKILL** CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL SKILL** CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / STRAND / **DISCIPLINE** STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL STUDENT** 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, EXPECTATION / orally) and explain how the ideas clarify a topic, text, or issue under study. **ESSENTIAL SKILL** CONTENT DC.CC.7. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / Conventions of Standard English **ESSENTIAL SKILL** STUDENT 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** speaking. / ESSENTIAL **SKILL EXPECTATION** Explain the function of phrases and clauses in general and their function in specific sentences. 7.L.1.a. CONTENT DC.CC.7. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / Conventions of Standard English **ESSENTIAL SKILL** STUDENT 7.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing. / ESSENTIAL

EXPECTATION 7.L.2.b. Spell correctly.

SKILL

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECT ATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD /

DC.CC.7. Language Standards

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

ESSENTIAL SKILL DC.CC.7. Language Standards

SKILL		
STUDENT	7.L.6.	Acq
EXPECTATION /		VOC

L.

Vocabulary Acquisition and Use

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

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

STANDARD / ESSENTIAL	Craft and Structure
SKILL	

STUDENT 7.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative EXPECTATION / meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or **ESSENTIAL** stanza of a poem or section of a story or drama. SKILL CONTENT DC.CC.7. Reading Standards for Informational Text STANDARD / STRAND / DISCIPLINE STANDARD / Key Ideas and Details **ESSENTIAL SKILL** STUDENT 7.RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / drawn from the text. **ESSENTIAL** SKILL STUDENT 7.RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an EXPECTATION / objective summary of the text. **ESSENTIAL** SKILL STUDENT 7.RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or EXPECTATION / events, or how individuals influence ideas or events). **ESSENTIAL** SKILL CONTENT DC.CC.7. Reading Standards for Informational Text STANDARD / STRAND / DISCIPLINE STANDARD / **Craft and Structure ESSENTIAL** SKILL STUDENT 7.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and EXPECTATION / technical meanings; analyze the impact of a specific word choice on meaning and tone. **ESSENTIAL** SKILL STUDENT 7.RI.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and EXPECTATION / to the development of the ideas. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

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

SKILL

STUDENT

EXPECTATION

/ ESSENTIAL SKILL 7.W.2.

EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT	DC.CC.7.	Writing Standards

STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STUDENT 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / ESSENTIAL plagiarism and following a standard format for citation.

SKILL

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W.

STANDARD / Range of Writing ESSENTIAL SKILL

STUDENT 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / **DISCIPLINE** STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL STUDENT** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, 7.SL.2. EXPECTATION / orally) and explain how the ideas clarify a topic, text, or issue under study. **ESSENTIAL SKILL** CONTENT DC.CC.7. Language Standards STANDARD / L. STRAND / **DISCIPLINE** STANDARD / Conventions of Standard English **ESSENTIAL SKILL** STUDENT 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** speaking. / ESSENTIAL SKILL **EXPECTATION** 7.L.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. CONTENT DC.CC.7. Language Standards STANDARD / STRAND / **DISCIPLINE** STANDARD / Conventions of Standard English **ESSENTIAL SKILL** STUDENT Demonstrate command of the conventions of standard English capitalization, punctuation, and 7.L.2. **EXPECTATION** spelling when writing. / ESSENTIAL **SKILL EXPECTATION** 7.L.2.b. Spell correctly. CONTENT DC.CC.7. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / Knowledge of Language **ESSENTIAL SKILL** STUDENT 7.L.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. **EXPECT ATION** / ESSENTIAL

EXPECTATION 7.L.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE

RL.

DC.CC.7. Reading Standards for Literature

STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL	7.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

STANDARD / ESSENTIAL SKILL	Key Ideas and Details
----------------------------------	-----------------------

STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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).

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

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION / ESSENTIAL	7.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION

7.W.2.f.

SKILL

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

W.

7.W.8.

DC.CC.7. Writing Standards

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL

plagiarism an

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Speaking and Listening Standards

SL.

STANDARD / ESSENTIAL	Comprehension and Collaboration
SKILL	

STANDARD / ESSENTIAL SKILL STUDENT CONVENTIONS OF Standard English STANDARD / ESSENTIAL SKILL STUDENT CONTENT STANDARD / ESSENTIAL CONTENT STANDARD / ESSENTIAL C			
STANDARD / SESENTIAL STUDENT EXSENTIAL STANDARD / SESENTIAL STANDARD / SESENTIAL STANDARD / SESENTIAL STANDARD / SESENTIAL STANDARD / STANDARD / SESENTIAL STANDARD / STANDARD / SESENTIAL STANDARD /	EXPECTATION / ESSENTIAL	7.SL.2.	
### ESSENTIAL STUDENT PAPER CHATION 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION 7.L.1. Explain the function of phrases and clauses in general and their function in specific sentences. CONTENT STANDARD / B.C.C.7. Language Standards STANDARD / BESSENTIAL STUDENT PAPER CHATION 7.L.2. Demonstrate command of the conventions of standard English application, punctuation, and spelling when writing. EXPECTATION 7.L.2. Spell correctly. CONTENT STANDARD / BESSENTIAL CONTENT STANDARD / BESSENTIAL STUDENT PAPER CHATION 7.L.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / BESSENTIAL Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / BESSENTIAL Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / BESSENTIAL Choose language Standards L. Choose language	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION	ESSENTIAL		Conventions of Standard English
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / DISCIPLINE STANDARD / STRAND / DISCIPLINE STANDARD / STANDARD / ESSENTIAL STUDENT EXPECTATION 7.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD / ESSENTIAL STANDARD / STANDARD / STANDARD / ESSENTIAL STUDENT EXPECTATION 7.L.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION 7.L.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / ESSENTIAL STUDENT EXPECTATION 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade EXPESSENTIAL STUDENT EXPECTATION / 7 reading and content, choosing flexibly from a range of strategies.	EXPECTATION / ESSENTIAL	7.L.1.	
STANDARD /	EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
ESSENTIAL SKILL STUDENT EXPECTATION (FESSENTIAL SKILL) EXPECTATION 7.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION 7.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION 7.L.2. DC.CC.7. Language Standards L. Knowledge of Language STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / DISCIPLINE T.L.3. DC.CC.7. Language Standards L. Vocabulary Acquisition and Use STANDARD / ESSENTIAL STUDENT ESSENTIAL STUDENT ESSENTIAL T.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade Typect ATION Treading and content, choosing flexibly from a range of strategies.	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION Spelling when writing. EXPECTATION 7.L.2.b. Spell correctly.	ESSENTIAL		Conventions of Standard English
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ISSENTIAL SKILL EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / DISCIPLINE T.L.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / research and content, choosing flexibly from a range of strategies.	EXPECTATION / ESSENTIAL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL T.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT ST ANDARD / ESSENTIAL ST ANDARD / ESSENTIAL SKILL T.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT ST ANDARD / ESSENTIAL SKILL T.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT ST ANDARD / ESSENTIAL SKILL TUDENT Vocabulary Acquisition and Use ESSENTIAL SKILL TUDENT PROPERTY OF TRANSITION TO 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.	EXPECTATION	7.L.2.b.	Spell correctly.
STUDENT EXPECTATION / T.L.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade EXPECTATION / ESSENTIAL	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION / ESSENTIAL SKILL T.L.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. DC.CC.7. Language Standards STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL T.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade Treading and content, choosing flexibly from a range of strategies.	ESSENTIAL		Knowledge of Language
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL 7.L.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.	EXPECTATION / ESSENTIAL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STANDARD / STRAND / DISCIPLINE STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL T.L.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.	EXPECTATION	7.L.3.a.	
ESSENTIAL SKILL STUDENT EXPECTATION // ESSENTIAL T.L.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.	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION 7 reading and content, choosing flexibly from a range of strategies. / ESSENTIAL 7 reading and content, choosing flexibly from a range of strategies.	ESSENTIAL		Vocabulary Acquisition and Use
	EXPECTATION / ESSENTIAL	7.L.4.	

EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

KL

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

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

DISCIPLINE		
STANDARD / ESSENTIAL	Key Ideas and Details	

STUDENT EXPECTATION / ESSENTIAL SKILL	7.Rl.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.

STUDENT EXPECTATION / ESSENTIAL SKILL 7.RI.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).

EXPECTATION /

addressed.

ESSENTIAL

SKILL

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

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT	7.W.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

STUDENT 7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXPECTATION / ESSENTIAL SKILL	
CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE	
STANDARD / Research to Build and Present Knowledge ESSENTIAL SKILL	
STUDENT 7.W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional research and investigation. ESSENTIAL SKILL	elated,
STUDENT 7.W.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 avoid plagiarism and following a standard format for citation. SKILL	oiding
CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE	
STANDARD / Range of Writing ESSENTIAL SKILL	
STUDENT 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ESSENTIAL SKILL	a
CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE	
STANDARD / Comprehension and Collaboration ESSENTIAL SKILL	
STUDENT 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitation or ally) and explain how the ideas clarify a topic, text, or issue under study. ESSENTIAL SKILL	tively,
CONTENT DC.CC.7. Language Standards STANDARD / STRAND / DISCIPLINE	
STANDARD / Conventions of Standard English ESSENTIAL SKILL	
STUDENT EXPECTATION / SESENTIAL SKILL 7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing speaking.	or

EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

7.L.6.

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

UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

Washington DC Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DC.CC.7. Reading Standards for Literature

RL.

STRAND / **DISCIPLINE**

STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Reading Standards for Literature

RL.

STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL** SKILL

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text STUDENT 7.RL.10. EXPECTATION / complexity band proficiently, with scaffolding as needed at the high end of the range. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECTATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL SKILL **EXPECTATION** 7.W.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. **EXPECTATION** 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** 7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **EXPECTATION** 7.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Text Types and Purposes **ESSENTIAL SKILL STUDENT** 7.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant **EXPECTATION** descriptive details, and well-structured event sequences. / ESSENTIAL SKILL **EXPECTATION** 7.W.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. **EXPECTATION** 7.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CONTENT DC.CC.7. Writing Standards STANDARD / STRAND / DISCIPLINE STANDARD / **Production and Distribution of Writing ESSENTIAL**

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.)

SKILL

STUDENT

ESSENTIAL SKILL

EXPECTATION /

7.W.4.

STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.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.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.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.
EXPECTATION	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DC.CC.7. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	7.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	7.L.2. 7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	7.L.2.b. DC.CC.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.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).

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272

Washington DC Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

STUDENT

DC.CC.7. Reading Standards for Literature RL.

Key Ideas and Details

SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an

EXPECTATION / ESSENTIAL SKILL		objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Literature

RL.

7.RL.2.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.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.
EXPECTATION	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	7.W.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.
EXPECTATION	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. W.	Writing Standards

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.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.
STUDENT EXPECTATION / ESSENTIAL	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / STRAND / **DISCIPLINE**

SKILL

DC.CC.7. Writing Standards W.

STANDARD /

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.7. Writing Standards W.

STANDARD / Range of Writing **ESSENTIAL** SKILL

STUDENT EXPECTATION / **ESSENTIAL** SKILL

7.W.10.

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

CONTENT STANDARD / SL. STRAND / **DISCIPLINE**

DC.CC.7. Speaking and Listening Standards

STANDARD /		Comprehension and Collaboration
ESSENTIAL SKILL		Comprehension and Conaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.
EXPECTATION	7.L.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.
EXPECTATION	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.7. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.7. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	7.RI.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.

EXPECTATION / ESSENTIAL SKILL

DC.CC.7. Writing Standards

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

W.

Text Types and Purposes

STUDENT
EXPECTATION
I ESSENTIAL
SKILL

7.W.2.

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

SKILL

EXPECTATION 7.W.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.

EXPECTATION 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION Use precise language and domain-specific vocabulary to inform about or explain the topic. 7.W.2.d. CONTENT DC.CC.7. Writing Standards STANDARD / W STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL STUDENT** 7.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL STUDENT 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXPECTATION / revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **ESSENTIAL** SKILL CONTENT DC.CC.7. Writing Standards STANDARD / W STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXPECTATION / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **ESSENTIAL** plagiarism and following a standard format for citation. **SKILL** CONTENT DC.CC.7. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL** STUDENT 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.7. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, EXPECTATION / orally) and explain how the ideas clarify a topic, text, or issue under study.

ESSENTIAL SKILL

DC.CC.7. Language Standards L.

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

7.L.3.a.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.7. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	7.L.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.