

Main Criteria: Structure and Style for Students

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 7

## Structure and Style for Students

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

Iowa Student Standards

Language Arts

Grade 7 - Adopted: 2016

### STRAND / COURSE

#### IA.RI.7. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)

### STRAND / COURSE

#### IA.RI.7. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)

### STRAND / COURSE

#### IA.W.7. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR      SL.7.2.      Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR      SL.7.4.      Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION      L.7.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR      L.7.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

**Iowa Student Standards**  
**Language Arts**  
 Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (W.7.9) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) (DOK 1,2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2) (DOK 2,3)

DETAILED DESCRIPTOR RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.6.	Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text. (RL.7.6) (DOK 3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2)
---------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.7.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------



DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
----------------------------	----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) (DOK 1,2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.7.6.	Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text. (RL.7.6) (DOK 3,4)

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.7.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	--------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	--------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	--------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.7.4) (DOK 1,2)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) (DOK 1,2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------



**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION      L.7.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION      L.7.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR      L.7.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
----------------------------	----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.7.4.	<b>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.</b>

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.1.	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

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

**Iowa Student Standards**  
**Language Arts**  
Grade 7 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)

<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)

<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)



**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION      L.7.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION      L.7.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR      L.7.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.**      **Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

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

**Iowa Student Standards**  
**Language Arts**  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RI.7.**      **Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RI.7.**      **Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR      W.7.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
----------------------------	----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      SL.7.1.a.      Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION      SL.7.1.b.      Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION      SL.7.1.c.      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION      SL.7.1.d.      Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR      SL.7.2.      Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.1.a.      Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.6.</b>	<b>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. (L.7.6) (DOK 1,2)</b>

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)



DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION      L.7.1.a.      Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION      L.7.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION      L.7.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.1.	<b>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.</b>

GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
-------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
--------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	SL.7.6.	Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations) (SL.7.6) (DOK 1,2)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
---------------------	--------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------



**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR      L.7.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION      W.7.2.a.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION      W.7.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION      W.7.2.f.      Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE** IA.L.7. Language Standards

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE** IA.L.7. Language Standards

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016

**STRAND / COURSE** IA.RL.7. Reading Standards for Literature

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3) (DOK 2,3)

**STRAND / COURSE** IA.RL.7. Reading Standards for Literature

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)

DETAILED DESCRIPTOR RL.7.6. Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text. (RL.7.6) (DOK 3,4)

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2)
---------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.7.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7.    Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.6.</b>	<b>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. (L.7.6) (DOK 1,2)</b>

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

GRADE LEVEL EXPECTATION L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (L.7.5) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9) (DOK 3,4)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
----------------------------	---------------	------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.1.a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.7.1) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.7.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W.7.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR      W.7.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)

DETAILED DESCRIPTOR      W.7.5.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR      W.7.6.      Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR      W.7.7.      Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)

DETAILED DESCRIPTOR      W.7.8.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7.    Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RL.7.    Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7.    Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR      W.7.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR      SL.7.2.      Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.1.a.      Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**  
**Language Arts**  
Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2) (DOK 2,3,4)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3) (DOK 2,3)
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.6.</b>	<b>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. (L.7.6) (DOK 1,2)</b>

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

**Iowa Student Standards**  
**Language Arts**  
 Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.7.4.</b>	<b>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. (RL.7.4) (DOK 1,2,3)</b>

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1) (DOK 1,2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.2.</b>	<b>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. (RI.7.2) (DOK 2,3,4)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.3.</b>	<b>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). (RI.7.3) (DOK 2,3)</b>

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

DETAILED DESCRIPTOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>



GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7.**      **Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RL.7.**      **Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3) (DOK 2,3)

**STRAND / COURSE**      **IA.RL.7.**      **Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.6.	Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text. (RL.7.6) (DOK 3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2)
---------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.7.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.7.1.	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR      SL.7.2.      Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.1.a.      Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly. (L.7.2) (DOK 1)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION      L.7.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)

GRADE LEVEL EXPECTATION      L.7.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards  
Language Arts  
Grade 7 - Adopted: 2016**

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2) (DOK 2,3)
---------------------	---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.6.	Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text. (RL.7.6) (DOK 3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.RL.7. Reading Standards for Literature**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2)
---------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION    W.7.2.a.    Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION    W.7.2.b.    Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION    W.7.2.d.    Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)

GRADE LEVEL EXPECTATION    W.7.2.f.    Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2) (DOK 3,4)

**STRAND / COURSE**    **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION    W.7.3.a.    Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.7.3) (DOK 3,4)

GRADE LEVEL EXPECTATION    W.7.3.b.    Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)

**STRAND / COURSE**    **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6) (DOK 1,2)

**STRAND / COURSE**    **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
----------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)
-------------------------	----------	----------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	---------------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.4.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.7.4) (DOK 1,2)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273

**Iowa Student Standards**  
**Language Arts**  
 Grade 7 - Adopted: 2016

**STRAND / COURSE**      **IA.RI.7. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)



**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.7.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.W.7. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)

**STRAND / COURSE**      **IA.SL.7. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)

**STRAND / COURSE**      **IA.L.7. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)

**STRAND / COURSE**      **IA.L.7. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use	
--------------------------------------	--------------------------------	--

DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)
------------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------