Main Criteria: Structure and Style for Students
Secondary Criteria: lowa Student Standards
Subject: Language Arts

Grade: 7

Structure and Style for Students

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

lowa Student Standards
Language Arts
Grade 7 - Adopted: 2016

STRAND	
COURSE	

GRADE LEVEL EXPECTATION

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)

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 / IA.W.7. Writing Standards COURSE

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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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)

$\begin{array}{ll} {\rm STRAND}\,I & {\rm IA.SL.7.} & {\rm Speaking} \ {\rm and} \ {\rm Listening} \ {\rm Standards} \\ {\rm COURSE} & & & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Presentation of Knowledge and Ideas
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
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

Iowa Student Standards Language Arts

Grade 7 - Adopted: 2016

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

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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Presentation of Knowledge and Ideas
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
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language

DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
DET AILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

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

lowa Student Standards Language Arts Grade 7 - Adopted: 2016

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

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)
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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPT OR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Presentation of Knowledge and Ideas
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

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
DET AILED DESCRIPT OR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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
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)
		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

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

DETAILED DESCRIPTOR

W.7.3.

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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
CONCEPT	L.7.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT AND/OR SKILL DET AILED	L.7.2. L.7.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.7.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.7.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1) Language Standards
CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.7.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1) Language Standards Knowledge of Language

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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
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)

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

Iowa Student Standards Language Arts

Grade 7 - Adopted: 2016

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

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
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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Presentation of Knowledge and Ideas
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
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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 / IA.L.7. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
CONCEPT	L.7.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CONCEPT AND/OR SKILL DET AILED	L.7.4. L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.7.4.a. L.7.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2) 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)

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

Iowa Student Standards Language Arts Grade 7 - Adopted: 2016

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

COURSE

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 /	IA.W.7.	Writing Standards
COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
ESSENTIAL CONCEPT	W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ESSENTIAL CONCEPT AND/OR SKILL DETAILED	W.7.2. W.7.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.7.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.7.2.a. 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. 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) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.7.2.a. 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. 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) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL		Comprehension and Callaboration
CONCEPT AND/OR SKILL		Comprehension and Collaboration

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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		Vocabulary Acquisition and Use

DETAILED	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
DESCRIPTOR		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 /	IA.RI.7.	Reading Standards for Informational Text
COURSE		
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)

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.d.

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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
	IA.W.7.	Writing Standards Range of Writing
ESSENTIAL CONCEPT	W.7.10.	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	W.7.10.	Range of Writing 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)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.7.10.	Range of Writing 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) Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	W.7.10.	Range of Writing 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) Speaking and Listening Standards Comprehension and Collaboration 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
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR	W.7.10. IA.SL.7.	Range of Writing 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) Speaking and Listening Standards Comprehension and Collaboration 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. 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

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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gathe vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DO 1,2)
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		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.7.3.	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)
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), graphi (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	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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
	IA.W.7.	Writing Standards Range of Writing
ESSENTIAL CONCEPT	W.7.10.	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	W.7.10.	Range of Writing 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)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.7.10.	Range of Writing 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) Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	W.7.10.	Range of Writing 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) Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR	W.7.10. IA.SL.7. SL.7.2.	Range of Writing 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) Speaking and Listening Standards Comprehension and Collaboration 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)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL COURSE ESSENTIAL COURSE	W.7.10. IA.SL.7. SL.7.2.	Range of Writing 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) Speaking and Listening Standards Comprehension and Collaboration 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) Language Standards

EXPECTATION

STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
		lowa Student Standards Language Arts Grade 7 - Adopted: 2016

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

ESSENTIAL Key Ideas and Details
CONCEPT
AND/OR SKILL

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)
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)
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
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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DET AILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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
DET AILED DESCRIPT OR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

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

lowa Student Standards Language Arts Grade 7 - Adopted: 2016

$\begin{array}{ll} {\rm STRAND} \ I & {\rm IA.RI.7.} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & & & \\ \end{array}$

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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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
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.7.6.	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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)
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Iowa Student Standards		
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Grade 7 - Adopted: 2016

 $\begin{array}{ll} {\rm STRAND}\,I & {\rm IA.RI.7.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm COURSE} & \end{array}$

COURSE		
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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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
	IA.W.7.	Writing Standards Text Types and Purposes
ESSENTIAL CONCEPT	IA.W.7. W.7.2.	
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION	W.7.2. W.7.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.7.2.a. W.7.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.7.2.a. W.7.2.b. W.7.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
CONCEPT	SL.7.1.	Comprehension and Collaboration 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.
CONCEPT AND/OR SKILL DETAILED	SL.7.1. SL.7.1.a.	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
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		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. 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
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	SL.7.1.a.	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. 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) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	SL.7.1.a. 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. 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) 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) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SL.7.1.a. SL.7.1.b. SL.7.1.c.	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. 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) 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) 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)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	SL.7.1.a. SL.7.1.b. SL.7.1.c.	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. 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) 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) 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) Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) (DOK 1,2,3)

STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		Vocabulary Acquisition and Use

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

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		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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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
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.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies

(e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)

such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

GRADE LEVEL

EXPECTATION

W.7.2.a.

GRADE LEVEL W.7.2.b. Develop the topic with relevant facts, de (W.7.2) (DOK 3,4)	efinitions, concrete details, quotations, or other information and examples.	
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2) (DOK 3,4)	
GRADE LEVEL W.7.2.d. Use precise language and domain-spe EXPECTATION	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)	
STRAND / IA.W.7. Writing Standards COURSE		
ESSENTIAL Production and Distribution of Writ CONCEPT AND/OR SKILL	ting	
•	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)	
	o produce and publish writing and link to and cite sources as well as to uding linking to and citing sources. (W.7.6) (DOK 1,2)	
STRAND / IA.W.7. Writing Standards COURSE		
ESSENTIAL Research to Build and Present Know CONCEPT AND/OR SKILL	wledge	
	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)	
DESCRIPTOR credibility and accuracy of each source;	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 / IA.W.7. Writing Standards COURSE		
ESSENTIAL Range of Writing CONCEPT AND/OR SKILL		
•	es (time for research, reflection, and revision) and shorter time frames (a e of discipline-specific tasks, purposes, and audiences. (W.7.10) (DOK 1,2,3,4)	
STRAND / IA.SL.7. Speaking and Listening Standards COURSE		
ESSENTIAL CONCEPT AND/OR SKILL Comprehension and Collaboration		
	details presented in diverse media and formats (e.g., visually, quantitatively, a topic, text, or issue under study. (SL.7.2) (DOK 2,3,4)	
STRAND / IA.L.7. Language Standards COURSE		
ESSENTIAL Conventions of Standard English CONCEPT		

DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
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		Conventions of Standard English	
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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		Knowledge of Language	
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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	
DET AILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
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		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)	

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.	ntroduce 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	
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	
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)	
STRAND / COURSE	IA.W.7.	Writing Standards	
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)	
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration	
DETAILED DESCRIPTOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
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		Comprehension and Collaboration	
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		Presentation of Knowledge and Ideas	
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		Conventions of Standard English	
DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
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		Conventions of Standard English	
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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		Knowledge of Language	
DET AILED DESCRIPT OR	L.7.3.	Jse knowledge of language and its conventions when writing, speaking, reading, or listening.	
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)	

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

lowa Student Standards Language Arts Grade 7 - Adopted: 2016

STRAND / IA.W.7. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPT OR	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)
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
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	
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)	
STRAND / COURSE	IA.W.7.	Writing Standards	
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)	
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration	
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		Conventions of Standard English	
DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
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		Conventions of Standard English	

DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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		Knowledge of Language	
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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)	

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lowa 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.7.3.	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 /	IA.RL.7.	Reading Standards for Literature
COURSE		

COURSE			
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	
DET AILED DESCRIPT OR	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)	
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	
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)	
STRAND / COURSE	IA.W.7.	Writing Standards	
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)
		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
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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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

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
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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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
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)

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IA.L.7. Language Standards

IA.SL.7. Speaking and Listening Standards

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2) (DOK 1)

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
DET AILED DESCRIPT OR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

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

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Language Arts
Grade 7 - Adopted: 2016

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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)

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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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
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)
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
	IA.W.7.	Writing Standards 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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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
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)
		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
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.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPTOR	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

GRADE LEVEL

EXPECTATION

W.7.1.a.

(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
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.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
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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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		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)
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

Iowa Student Standards Language Arts

Grade 7 - Adopted: 2016

STRAND	I
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)

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)
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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
DET AILED DESCRIPT OR	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)
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
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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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	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

STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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

DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)
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Iowa Student Standards Language Arts Grade 7 - Adopted: 2016

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)

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

STRAND /

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

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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
CONCEPT AND/OR SKILL		
	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
AND/OR SKILL DET AILED	L.7.1. L.7.1.a.	
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL		speaking.
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	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)
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	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) Language Standards
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	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) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.7.1.a. IA.L.7.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.7.1.a. IA.L.7. L.7.2.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1)
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL	L.7.1.a. IA.L.7. L.7.2.	Explain the function of phrases and clauses in general and their function in specific sentences. (L.7.1) (DOK 1,2) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1) Language Standards

STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

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

lowa Student Standards
Language Arts
Grade 7 - Adopted: 2016

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)

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)
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
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
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

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
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DET AILED DESCRIPTOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DET AILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DET AILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)

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lowa Student Standards Language Arts Grade 7 - Adopted: 2016

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

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

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) Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrato a text. (RL.7.6) (DOK 3,4) Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silicand orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting (e.g., headings), graph (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2) (DOK 3,4)
a text. (RL.7.6) (DOK 3,4) 7. Reading Standards for Literature Range of Reading and Level of Text Complexity 0. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both sile and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.7.10) (DOK 1,2) 7. Writing Standards Text Types and Purposes 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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), grapt
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Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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), graph
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such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graph
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.7.2) (DOK 3,4)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2) (DOK 3,4)
f. Provide a concluding statement or section that follows from and supports the information or explanation presente (W.7.2) (DOK 3,4)
7. Writing Standards
Text Types and Purposes
3. Write narratives to develop real or imagined experiences or events using effective technique, releved descriptive details, and well-structured event sequences.
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)
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3) (DOK 3,4)
3

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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
CONCEPT	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)
CONCEPT AND/OR SKILL DETAILED	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /		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)
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT		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) Speaking and Listening Standards
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	IA.SL.7.	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) Speaking and Listening Standards Comprehension and Collaboration 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL	IA.SL.7.	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) Speaking and Listening Standards Comprehension and Collaboration 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. 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL EXPECTATION	SL.7.1.	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) Speaking and Listening Standards Comprehension and Collaboration 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. 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) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual

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

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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 /	IA.L.7.	Language	Standards
COURSE			

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)

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IA.W.7.

Writing Standards

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)

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)
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
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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)
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
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Conventions of Standard English
DET AILED DESCRIPT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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)
EXI LOTATION		
STRAND / COURSE	IA.L.7.	Language Standards
STRAND /	IA.L.7.	Language Standards Conventions of Standard English
STRAND / COURSE ESSENTIAL CONCEPT	IA.L.7.	
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.7.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.7.2. L.7.2.b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1)
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.7.2. L.7.2.b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. (L.7.2) (DOK 1) Language Standards

STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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		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)
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lowa Student Standards
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STRAND / IA.RI.7. Reading Standards for Informational Text COURSE

EXPECTATION

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)
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.
	W.7.2. W.7.2.a.	
DESCRIPT OR GRADE LEVEL		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

STRAND / IA.W.7. Writing Standards COURSE

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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.W.7.	Writing Standards
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)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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		Knowledge of Language
DET AILED DESCRIPT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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)