Main Criteria: Structure and Style for Students
Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts
Grade: 7

Structure and Style for Students

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

Louisiana Academic Standards Language Arts

Grade 7 - Adopted: 2019

| CTRAND | | Grade 7 - Adopted: 2019 |
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| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and |
| | | digital texts. |
| STRAND | | digital texts. Reading Standards for Literacy in History/Social Studies |
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| STRAND | 10. | Reading Standards for Literacy in History/Social Studies |
| STRAND TITLE PERFORMANC E | 10. | Reading Standards for Literacy in History/Social Studies Range of Reading and Level of Text Complexity By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band |
| STRAND TITLE PERFORMANC E EXPECTATION | 10. | Reading Standards for Literacy in History/Social Studies Range of Reading and Level of Text Complexity By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |

EXPECTATION

| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ |
| E EXPECTATION | | experiments, or technical processes. |
| | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | a. b. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), |
| INDICATOR | | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and |
| INDICATOR INDICATOR | b. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| INDICATOR INDICATOR INDICATOR STRAND | b. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
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| INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E | b. d. 4. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 |
| INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | b. d. 4. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. |

| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | |
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| PERFORMANC E EXPECTATION | 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. | |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects | |
| TITLE | | Range of Writing | |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. | |
| STRAND | | Reading Standards for Informational Text | |
| TITLE | | Key Ideas and Details | |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| PERFORMANC E EXPECTATION | 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. | |
| PERFORMANC E EXPECTATION | 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). | |
| STRAND | | Reading Standards for Informational Text | |
| TITLE | | Craft and Structure | |
| PERFORMANC E EXPECTATION | 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. | |
| PERFORMANC E EXPECTATION | 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. | |
| STRAND | | Writing Standards | |
| TITLE | | Text Types and Purposes | |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | |
| INDICATOR | 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. | |
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| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E | 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. |
| EXPECTATION | | |
| STRAND | | Speaking and Listening Standards |
| | | Speaking and Listening Standards Comprehension and Collaboration |
| STRAND | 1. | |
| STRAND TITLE PERFORMANC E | 1. a. | 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 |
| STRAND TITLE PERFORMANC E EXPECTATION | | 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 |
| STRAND TITLE PERFORMANC E EXPECTATION INDICATOR | a. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual |
| STRAND TITLE PERFORMANC E EXPECTATION INDICATOR | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations |
| STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. |
| STRAND TITLE PERFORMANC EXPECTATION INDICATOR INDICATOR INDICATOR STRAND | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards |

| TITLE | | Presentation of Knowledge and Ideas |
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| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 2: WRITING FROM NOTES Week 2 Page 19-32 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |

TITLE

Craft and Structure

| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | |
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| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | |
| TITLE | | Integration of Knowledge and Ideas | |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | |
| TITLE | | Range of Reading and Level of Text Complexity | |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects | |
| TITLE | | Key Ideas and Details | |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. | |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects | |
| TITLE | | Craft and Structure | |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects | |
| TITLE | | Range of Reading and Level of Text Complexity | |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | |

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
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| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |

TITLE

Key Ideas and Details

| PERFORMANC | | | | | |
|---|----------|--|--|--|--|
| E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| PERFORMANC E EXPECTATION | 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. | | | |
| PERFORMANC E EXPECTATION | 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). | | | |
| STRAND | | Reading Standards for Informational Text | | | |
| TITLE | | Craft and Structure | | | |
| PERFORMANC E EXPECTATION | 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. | | | |
| PERFORMANC E EXPECTATION | 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. | | | |
| STRAND | | Writing Standards | | | |
| TITLE | | Text Types and Purposes | | | |
| PERFORMANC | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information | | | |
| E EXPECTATION | 2. | through the selection, organization, and analysis of relevant content. | | | |
| E | a. | | | | |
| E EXPECT ATION | | 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 EXPECT AT ION INDICATOR | 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. | | | |
| E EXPECTATION INDICATOR INDICATOR INDICATOR | a. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | |
| E EXPECTATION INDICATOR INDICATOR INDICATOR | a. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | |
| E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND | a. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards | | | |
| E EXPECTATION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E | a. b. d. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, | | | |

| STRAND | | Writing Standards |
|--------------------------------|-----|---|
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 9. | Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. |
| INDICATOR | 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"). |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Presentation of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |

| PERFORMANC E EXPECTATION | 6. | Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. |
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| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| STRAND | | Reading Standards for Literature |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |

| PERFORMANC E EXPECTATION | 5. | Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. |
|---|------------------------------------|---|
| PERFORMANC E EXPECTATION | 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| INDICATOR | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| INDICATOR | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| | | |
| STRAND | | Writing Standards |
| STRAND | | Writing Standards Production and Distribution of Writing |
| | 4. | |
| TITLE PERFORMANC E | 4. 5. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| PERFORMANC E EXPECTATION PERFORMANC E | | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E | 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. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | 5. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND | 5. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E | 5.6. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards Research to Build and Present Knowledge 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 |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION | 5.6. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards Research to Build and Present Knowledge 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. |

| PERFORMANC E EXPECTATION | 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. |
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| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Presentation of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| INDICATOR | b. | Spell correctly. |
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| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | C. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52 |
| | | Louisiana Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2019 |
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Grade 7 - Adopted: 2019

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|----|--|
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|-----|---|
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| STRAND | | Reading Standards for Literature |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 5. | Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. |
| PERFORMANC E EXPECTATION | 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 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. |

STRAND **Writing Standards**

EXPECTATION

| TITLE | | Text Types and Purposes |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| INDICATOR | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| INDICATOR | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |

| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|----|--|
| INDICATOR | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gra 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as clue to the meaning of a word or phrase. |
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| INDICATOR | 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). |
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| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60 |
| | | Louisiana Academic Standards Language Arts |
| | | Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| | | Reading Standards for Literacy in Science and Technical Subjects |
| STRAND | | |

| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
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| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECT ATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedure experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| | | |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 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. |

| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
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| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
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| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | 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. |
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| INDICATOR | 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. |
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| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Presentation of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECT ATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 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. |
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| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|-----|--|
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| | | |

| TITLE | | Key Ideas and Details |
|--|--------------|--|
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| | | |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes |
| | 2. | |
| TITLE PERFORMANC E | 2. a. | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/ |
| TITLE PERFORMANC E EXPECTATION | | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), |
| PERFORMANC E EXPECT AT ION | a. | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR | a. b. | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR | a. b. | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND | a. b. | Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |

| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|--------------------------------|-----|---|
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| | | |

| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|--------------------------------|-----|---|
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |

| INDICATOR | 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. |
|--------------------------------|----|---|
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
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| DEDECENT | | |
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| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |

| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
|--------------------------------|-----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Research to Build and Present Knowledge

STRAND

TITLE

| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| | | |

| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |

| PERFORMANC E EXPECTATION | 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 understudy. |
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| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| | | |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| E | 3 . | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| E | | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and |
| E EXPECTATION INDICATOR | | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| E EXPECTATION INDICATOR STRAND | | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards |
| E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade |
| E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION | a. 4. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a |
| E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR | a. 4. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in |
| E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR | a. 4. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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). |

| | | Grade 7 - Adopted: 2019 |
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| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| PERFORMANC E EXPECTATION | 3. | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Deading Standards for Literacy in Science and Technical Subjects |

Reading Standards for Literacy in Science and Technical Subjects

Craft and Structure

STRAND

TITLE

| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|---|--|---|
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| | | |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E | 4.5. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| PERFORMANC E EXPECTATION PERFORMANC E | 4.5.6. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E | 6. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Research to Build and Present Knowledge 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 |

| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|--------------------------------|-----|--|
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | 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), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| | | |

| TITLE | | Research to Build and Present Knowledge |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as clue to the meaning of a word or phrase. | | |
|--------------------------------|----|--|--|--|
| INDICATOR | 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). | | |
| STRAND | | Language Standards | | |
| TITLE | | Vocabulary Acquisition and Use | | |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| | | UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100 | | |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| TITLE | | Key Ideas and Details | | |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | |
| PERFORMANC E EXPECTATION | 3. | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law how interest rates are raised or lowered). | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| TITLE | | Craft and Structure | | |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | | |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| TITLE | | Integration of Knowledge and Ideas | | |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| STRAND | | | | |

| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
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| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| EXPECTATION | | |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| PERFORMANC E EXPECTATION | 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. |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|-----|---|
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |

| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|--|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
|--------------------------------|-----|--|
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|-----|---|
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| | | Key Ideas and Details |

| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|--------------------------------|----|---|
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| | | |

| PERFORMANC E EXPECTATION | 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. |
|--|----------|--|
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation |
| | | by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual |
| | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| INDICATOR STRAND | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards |
| INDICATOR STRAND TITLE PERFORMANC E | b. c. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, |
| INDICATOR STRAND TITLE PERFORMANC E EXPECTATION | b. c. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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 understudy. |
| INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND | b. c. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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 understudy. Language Standards |

| STRAND | | Language Standards |
|--------------------------------|----|--|
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134 |

Louisiana Academic Standards Language Arts

Grade 7 - Adopted: 2019

| STRAND | Reading | Standards for | Literacy | in History | v/Social | Studies |
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| TITLE | | Key Ideas and Details |
|--------------------------------|----|---|
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

| STRAND | Reading Standards for Literacy in History/Social Studies |
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| TITLE | | Craft and Structure |
|--------------------------------|-----|--|
| = | | |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| | | |

| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
|--------------------------------|-----|---|
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |

| STRAND | | Reading Standards for Informational Text |
|--------------------------------|----|---|
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | h | Develop the tonic with relevant facts, definitions, constate details, quotations, or other information and examples |

| E EXPECT ATION | | through the selection, organization, and analysis of relevant content. |
|-------------------|----|---|
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| | | |

| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|--|--------------|---|
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| | | |
| STRAND | | Speaking and Listening Standards |
| STRAND | | Speaking and Listening Standards Comprehension and Collaboration |
| | 1. | |
| TITLE PERFORMANC | 1. a. | 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 |
| PERFORMANC E EXPECTATION | | 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 |
| PERFORMANC E EXPECT ATION | a. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations |
| PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. |
| PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, |
| PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION | a. b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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 understudy. |

| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
|--------------------------------|----|--|
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140 |
| | | Louisiana Academic Standards Language Arts |

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literacy in History/Social Studies

| TITLE | | Key Ideas and Details |
|--------------------------------|----|--|
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. |

| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------------------|-----|--|
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |

| TITLE | | Range of Reading and Level of Text Complexity |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|-----|--|
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | 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

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

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

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| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|---|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 7: INVENTIVE WRITING Week 13 Page 141-148 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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

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TITLE

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

| STRAID | | Witting Standards for Effectacy in Thistory, Social Stadies, Solence, and Technical Subjects |
|--------------------------------|-----|---|
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| T.T | | |

Production and Distribution of Writing

| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|--|----------|---|
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| | | |
| STRAND | | Speaking and Listening Standards |
| STRAND | | Speaking and Listening Standards Comprehension and Collaboration |
| | 1. | |
| TITLE PERFORMANC | 1. c. | 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 |
| TITLE PERFORMANC E EXPECTATION | | 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. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations |
| PERFORMANC E EXPECTATION | | 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. 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. |
| PERFORMANC E EXPECTATION INDICATOR STRAND | | 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. 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. Speaking and Listening Standards |
| PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E | C. | 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. 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. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, |
| PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION | C. | 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. 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. 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 understudy. |
| PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND | C. | 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. 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. 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 understudy. Language Standards |
| PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION | c. 2. | 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. 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. 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 understudy. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or |

STRAND

Language Standards

| TITLE | | Conventions of Standard English |
|--------------------------------|----|--|
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | I | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 7: INVENTIVE WRITING Week 14 Page 149-154 |

Louisiana Academic Standards Language Arts

Grade 7 - Adopted: 2019

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|----|---|
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| PERFORMANC E EXPECTATION | 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. |
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| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| | | |
| STRAND | | Writing Standards |
| STRAND | | Writing Standards Text Types and Purposes |
| | 2. | |
| TITLE PERFORMANC | 2. a. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information |
| PERFORMANC E EXPECTATION | | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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 |
| PERFORMANC E EXPECT AT ION | 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. |
| PERFORMANC E EXPECT ATION INDICATOR INDICATOR | a. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR | a. b. d. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR | a. b. d. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
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| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| | | Knowledge of Language |
| TITLE | | Knowledge of Language |

| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 7: INVENTIVE WRITING Week 15 Page 155-163 |
| | | Louisiana Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| / I KAND | | |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting o a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| PERFORMANC E EXPECTATION | 3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
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| STRAND | | Reading Standards for Literature |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| INDICATOR | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| INDICATOR | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
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| PERFORMANC E EXPECTATION | 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. |
|--------------------------------|-----|---|
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a |

clue to the meaning of a word or phrase.

| INDICATOR | 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). |
|--------------------------------|-----|--|
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180 |
| | | Louisiana Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |

| TITLE | | Key Ideas and Details |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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EXPECTATION

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|-----|---|
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC | 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).

| STRAND | | Reading Standards for Informational Text |
|--------------------------------|----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |

| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| INDICATOR | a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| INDICATOR | b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| INDICATOR | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| | | |

| INDICATOR | b. | Spell correctly. | | |
|--------------------------------|--|--|--|--|
| STRAND | | Language Standards | | |
| TITLE | | Knowledge of Language | | |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | |
| STRAND | | Language Standards | | |
| TITLE | | Vocabulary Acquisition and Use | | |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | | |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | |
| INDICATOR | 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). | | |
| STRAND | | Language Standards | | |
| TITLE | | Vocabulary Acquisition and Use | | |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| | | UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186 | | |
| | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 | | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| TITLE | | Key Ideas and Details | | |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. | | |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies | | |
| TITLE | | Craft and Structure | | |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | | |

| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
|--------------------------------|-----|--|
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |

| TITLE | | Dance of Booding and Lovel of Toyl Compleyity |
|--------------------------------|-----|---|
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |

| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
|--------------------------------|-----|---|
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |

| TITLE | | Text Types and Purposes |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |

| PERFORMANC E EXPECTATION | 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 understudy. |
|--------------------------------|----|---|
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | C. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | | |

| INDICATOR | b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
|--------------------------------|-----|--|
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196 |
| | | Louisiana Academic Standards |
| | | Language Arts |
| | | Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| | | |
| PERFORMANC E | 1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
| EXPECTATION | | |
| | | |
| PERFORMANC | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the |
| E EXPECTATION | | source distinct from prior knowledge or opinions. |
| EXPECIATION | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| DEDECRIANC | 4 | |
| PERFORMANC E | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| EXPECTATION | | |
| | | |
| PERFORMANC | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| E EXPECTATION | | |
| | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Integration of Knowledge and Ideas |
| TITLE | | integration of Knowledge and ideas |
| PERFORMANC | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and |
| E EXPECTATION | | digital texts. |
| LAI LOTATION | | |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| | | |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band |
| E | | independently and proficiently. |
| EXPECTATION | | |
| | | |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| | | |

| TITLE | | Key Ideas and Details |
|--------------------------------|-----|--|
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| PERFORMANC E EXPECTATION | 3. | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| PERFORMANC E EXPECTATION | 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 1. | Write arguments focused on discipline-specific content. |
| INDICATOR | a. | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| INDICATOR | b. | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| INDICATOR | C. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| INDICATOR | e. | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |

| TITLE | | Text Types and Purposes |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |

| PERFORMANC E EXPECTATION | 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). |
|--------------------------------|----|---|
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 1. | Write arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | a. | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| INDICATOR | b. | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| INDICATOR | C. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| INDICATOR | e. | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| | | |

| PERFORMANC E Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. PERFORMANC 8. Cather 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. STRAND Writing Standards TITLE Range of Writing PERFORMANC E SAPECTATION Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION a. Explain the function of phrases and clauses in general and their function in specific sentences. | | | |
|---|-----------|-----|--|
| EXPECTATION PERFORMANC EXPECTATION Ose 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. Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC To Conduct short research projects to answer a question, drawing on several sources and generaling additional related, broused questions for further research and investigation. STRAND Writing Standards STRAND Writing Standards TITLE Range of Writing PERFORMANC EXPECTATION Writing Standards TITLE Range of Writing PERFORMANC EXPECTATION Writing Standards TITLE Range of Writing PERFORMANC EXPECTATION Speaking and Listening Standards TITLE Comprehension and Collaboration STRAND Speaking and Listening Standards TITLE Comprehension and Collaboration Language Standards TITLE Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or peaking. Language Standards Language Standards TITLE Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and epishin where indeed and conventions of standard English conventions, punctuation, and epishin where indeed and conventions of standard English capitalization, punctuation, and epishing where writing or speaking. | E | 4. | |
| EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. PERFORMANC 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 white avoiding plagiarism and following a standard format for claston. STRAND Writing Standards TITLE Range of Writing PERFORMANC 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorer sime frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Expect ATION Language Standards Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing or | E | 5. | revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been |
| PERFORMANC 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. PERFORMANC 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 plaglarism and following a standard format for citation. STRAND Writing Standards TITLE Range of Writing PERFORMANC 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. STRAND Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. NIDICATOR a. Explain the function of phrases and clauses in general and their function in specific sentences. STRAND Language Standards Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | E | 6. | |
| PERFORMANC 5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. PERFORMANC 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 white avoiding plagiarism and following a standard format for cleation. STRAND Writing Standards TITLE Range of Writing PERFORMANC 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. STRAND Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Language Standards Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | STRAND | | Writing Standards |
| EXPECTATION Convertions of Standard English Convertions of Standards Convertions of Standards Convertions of Standard English Convertions of Standard English Convertions of Standards Convertions of Standards Convertions of Standard English Convertions of Standards Convertions of Standards Convertions of Standards English Convertions of Standard English capitalization, punctuation, and spelling where writing. Convertions of Standards English Convertions of Standard English capitalization, punctuation, and spelling where writing. Convertions of Standards English Convertions of Standard English capitalization, punctuation, and spelling when writing. Convertions of Standard English Convertions of Standard English capitalization, punctuation, and spelling when writing. | TITLE | | Research to Build and Present Knowledge |
| 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. Writing Standards TITLE Range of Writing PERFORMANC 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. STRAND Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION INDICATOR a. Explain the function of phrases and clauses in general and their function in specific sentences. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | E | 7. | |
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| E spelling when writing. | TITLE | | Conventions of Standard English |
| | E | 2. | |

| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|--|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |

| STRAND | | Reading Standards for Literacy in History/Social Studies |
|--|------------------------------------|--|
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| EXPECTATION | | Nowledge of opinions. |
| | | Reading Standards for Literacy in Science and Technical Subjects |
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| EXPECTATION ST RAND | 4. | Reading Standards for Literacy in Science and Technical Subjects |
| STRAND TITLE PERFORMANC E | 4. 5. | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
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| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
|--------------------------------|-----|---|
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |

| STRAND | | Reading Standards for Literature |
|--------------------------------|----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |

| PERFORMANC E Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. PERFORMANC 8. Cather 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. STRAND Writing Standards TITLE Range of Writing PERFORMANC E SAPECTATION Speaking and Listening Standards TITLE Comprehension and Collaboration PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION 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 understudy. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E SAPECTATION a. Explain the function of phrases and clauses in general and their function in specific sentences. | | | |
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| E spelling when writing. | TITLE | | Conventions of Standard English |
| | E | 2. | |

| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|--|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |

| STRAND | | Reading Standards for Literacy in History/Social Studies |
|--|------------------------------------|--|
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| EXPECTATION | | Nowledge of opinions. |
| | | Reading Standards for Literacy in Science and Technical Subjects |
| EXPECTATION | | |
| EXPECTATION ST RAND | 4. | Reading Standards for Literacy in Science and Technical Subjects |
| STRAND TITLE PERFORMANC E | 4. 5. | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. Reading Standards for Literacy in Science and Technical Subjects |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E | 5. | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. Reading Standards for Literacy in Science and Technical Subjects Range of Reading and Level of Text Complexity By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band |

| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
|--------------------------------|-----|---|
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |

| STRAND | | Reading Standards for Literature |
|--------------------------------|----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |

| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|----------|---|
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| | | |
| STRAND | | Language Standards |
| STRAND | | Language Standards Conventions of Standard English |
| | 1. | |
| TITLE PERFORMANC E | 1. a. | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or |
| TITLE PERFORMANC E EXPECTATION | | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| PERFORMANC E EXPECTATION | | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. |

| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|--|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| PERFORMANC E EXPECTATION | 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |

| STRAND | | Reading Standards for Literacy in History/Social Studies |
|--|------------------------------------|--|
| TITLE | | Integration of Knowledge and Ideas |
| PERFORMANC E EXPECTATION | 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite specific textual evidence to support analysis of science and technical texts. |
| PERFORMANC E | 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| EXPECTATION | | Nowledge of opinions. |
| | | Reading Standards for Literacy in Science and Technical Subjects |
| EXPECTATION | | |
| EXPECTATION ST RAND | 4. | Reading Standards for Literacy in Science and Technical Subjects |
| STRAND TITLE PERFORMANC E | 4. 5. | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND | | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. Reading Standards for Literacy in Science and Technical Subjects |
| STRAND TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E | 5. | Reading Standards for Literacy in Science and Technical Subjects Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. Reading Standards for Literacy in Science and Technical Subjects Range of Reading and Level of Text Complexity By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band |

| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
|--------------------------------|-----|---|
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |

| STRAND | | Reading Standards for Literature |
|--------------------------------|----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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). |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |

| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|----------|---|
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| | | |
| STRAND | | Language Standards |
| STRAND | | Language Standards Conventions of Standard English |
| | 1. | |
| TITLE PERFORMANC E | 1. a. | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or |
| TITLE PERFORMANC E EXPECTATION | | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| PERFORMANC E EXPECTATION | | Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. |

| INDICATOR | b. | Spell correctly. |
|--------------------------------|----|---|
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258 |
| | | Louisiana Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

| TITLE | | Production and Distribution of Writing |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| STRAND | | Reading Standards for Literature |
| | | |
| TITLE | | Craft and Structure |

| PERFORMANC E EXPECTATION | 5. | Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. |
|--------------------------------|-----|---|
| PERFORMANC E EXPECTATION | 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| INDICATOR | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| INDICATOR | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
|---|----------|---|
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E | 1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) |
| EXPECTATION | | with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | a. | |
| EXPECTATION | a. b. | their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation |
| INDICATOR | | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual |
| INDICATOR INDICATOR | b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations |
| INDICATOR INDICATOR INDICATOR | b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| INDICATOR INDICATOR INDICATOR STRAND | b. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards |
| INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E | b. c. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, |
| INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION | b. c. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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 understudy. |
| INDICATOR INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND | b. c. | 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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 understudy. Language Standards |

| STRAND | | Language Standards |
|--------------------------------|----|--|
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR | b. | Spell correctly. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272 |

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

Louisiana Academic Standards Language Arts

Grade 7 - Adopted: 2019

| STRAND | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
|--------------------------------|---|
| TITLE | Text Types and Purposes |
| PERFORMANC E EXPECTATION | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

INDICATOR Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader a. categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|-----|---|
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Key Ideas and Details |
| PERFORMANC E EXPECTATION | 1. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

| STRAND | | Reading Standards for Literature |
|--------------------------------|-----|---|
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| PERFORMANC E EXPECTATION | 5. | Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. |
| PERFORMANC E EXPECTATION | 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| STRAND | | Reading Standards for Literature |
| TITLE | | Range of Reading and Level of Text Complexity |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |

| TITLE | | Text Types and Purposes |
|--------------------------------|----|---|
| PERFORMANC E EXPECTATION | 3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| INDICATOR | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| INDICATOR | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

STRAND Writing Standards

| T.T. 6 | | |
|--------------------------------|-----|---|
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| INDICATOR | a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
| STRAND | | Language Standards |
| TITLE | | Conventions of Standard English |
| PERFORMANC E EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |
| INDICATOR | b. | Spell correctly. |

STRAND

Language Standards

| TITLE | | Knowledge of Language |
|--------------------------------|----|--|
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| INDICATOR | a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | 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). |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |
| PERFORMANC E EXPECTATION | 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273 |
| | | Louisiana Academic Standards Language Arts Grade 7 - Adopted: 2019 |
| STRAND | | Reading Standards for Literacy in History/Social Studies |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| STRAND | | Reading Standards for Literacy in Science and Technical Subjects |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Text Types and Purposes |
| PERFORMANC E | 2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------------------|-----|---|
| INDICATOR | b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 10. | Write routinely over extended time frames (time for 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. |
| STRAND | | Reading Standards for Informational Text |
| TITLE | | Craft and Structure |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Text Types and Purposes |
| PERFORMANC E EXPECTATION | 2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies |

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

| INDICATOR | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|-----|---|
| INDICATOR | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND | | Writing Standards |
| TITLE | | Production and Distribution of Writing |
| PERFORMANC E EXPECTATION | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| PERFORMANC E EXPECTATION | 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. |
| STRAND | | Writing Standards |
| TITLE | | Research to Build and Present Knowledge |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Writing Standards |
| TITLE | | Range of Writing |
| PERFORMANC E EXPECTATION | 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. |
| STRAND | | Speaking and Listening Standards |
| TITLE | | Comprehension and Collaboration |
| PERFORMANC E EXPECTATION | 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 understudy. |
| STRAND | | Language Standards |
| TITLE | | Knowledge of Language |
| PERFORMANC E EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| INDICATOR | a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | | Language Standards |
| TITLE | | Vocabulary Acquisition and Use |

PERFORMANC E EXPECTATION 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.