

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

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.

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
--------------------------------	----	--

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 under study.
--------------------------------	----	--

STRAND **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
-------	--	---------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.

PERFORMANCE 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
-------	--	------------------

PERFORMANCE 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
-------	--	-----------------------

PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 under study.

STRAND **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
-------	--	--------------------------------

PERFORMANCE 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.

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

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE EXPECTATION	5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 under study.

STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

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

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
-------	--	---

PERFORMANCE 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
-------	--	------------------

PERFORMANCE 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
-------	--	---------------------------------

PERFORMANCE 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	
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND Language Standards

TITLE	Conventions of Standard English	
--------------	--	--

PERFORMANCE 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	
--------------	--	--

PERFORMANCE 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	
--------------	------------------------------	--

PERFORMANCE 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	
--------------	---------------------------------------	--

PERFORMANCE 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 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.
--------------------------------	-----	--

STRAND **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
--------------------------------	----	--

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 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
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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
--------------	--	---------------------------------------

PERFORMANCE 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 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.

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

TITLE		Research to Build and Present Knowledge
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

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 **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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
--------------	--	---------------------------------------

PERFORMANCE 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 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**

TITLE		Range of Reading and Level of Text Complexity
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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 under study.
--------------------------------	----	--

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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.

PERFORMANCE 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
-------	--	------------------

PERFORMANCE 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
-------	--	-----------------------

PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
--------------	----------------------------

PERFORMANCE 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.
PERFORMANCE 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
--------------	---

PERFORMANCE 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
--------------	--------------------------------

PERFORMANCE 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
--------------	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
-------	--	---

PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.

PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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	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 under study.
--------------------------------	----	--

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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

**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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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	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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND Language Standards

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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	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**

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.
--------------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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	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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
-------	--	---

PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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
--------------	--	------------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.

PERFORMANCE 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
-------	--	------------------

PERFORMANCE 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
-------	--	---------------------------------

PERFORMANCE 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 under study.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
--------------	---------------------------------------

PERFORMANCE 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
--------------	------------------------------

PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources.
-------------------------	----	--

PERFORMANCE 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
--------------	----------------------------

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	---

PERFORMANCE 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
--------------	--

PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
-------	--	---

PERFORMANCE 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.

PERFORMANCE 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
-------	--	------------------

PERFORMANCE 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
-------	--	-----------------------

PERFORMANCE 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.

PERFORMANCE 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.

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	---

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
-------	--	--

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

**Louisiana Academic Standards
Language Arts
Grade 7 - Adopted: 2019**

STRAND Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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.
-------------------------	----	---

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
-------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
--------------	--	--

PERFORMANCE 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.
PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

**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
PERFORMANCE 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	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.

PERFORMANCE EXPECTATION	5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
-------------------------	----	---

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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 under study.
-------------------------	----	--

STRAND **Language Standards**

TITLE		Conventions of Standard English
--------------	--	--

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE EXPECTATION	5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 under study.

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
--------------	--	---

PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------	----	--

PERFORMANCE 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
--------------	--	--

PERFORMANCE 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
--------------	--	-------------------------

PERFORMANCE 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
--------------	--	----------------------------

PERFORMANCE 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
--------------	--	--------------------------------

PERFORMANCE 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.
--------------------------------	----	--

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 under study.
--------------------------------	----	--

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

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.